

Hawaii Educational Review

TRAIN HAWAII'S CHILDREN FOR SUCCESSFUL LIVING IN HAWAII

Vol. VIII. No. 1.

SEPTEMBER, 1919.

CONSTITUTION DAY

will be celebrated in every public school
in HAWAII on

SEPTEMBER 24th.

**"A thorough popular knowledge of
the fundamental elements of our
political system is essential to our
national safety."**

DEVELOP EFFECTIVE TEAM WORK IN YOUR SCHOOL.

CONSTITUTION DAY
SEPTEMBER 24, 1919

EVERY SCHOOL PRINCIPAL:

Your attention is directed to the two following letters: one from the Secretary of the Organization Committee for Constitutional Campaign and Celebration; the other from the Honorable C. J. McCarthy, Governor of Hawaii.

September 24th will be appropriately celebrated in every public school in the Territory as **CONSTITUTION DAY**. The program of each school will be left to the discretion of the principal, acting with the Supervising Principal.

"A thorough popular knowledge of the fundamental elements of our political system is essential to our national safety, and to the safety of those institutions which we hold in trust for all humanity."

This is genuine constructive patriotism. This is education for the New Era. Make **CONSTITUTION DAY** a great day in your opening week.

Cordially yours,

VAUGHAN MACCAUGHEY,
Superintendent.

August 12, 1919.

Honorable Vaughan MacCaughey,
Superintendent of Public Instruction,
Honolulu, T. H.

Dear Sir:

I am in receipt of a letter from the "Organization Committee for Constitutional Campaign and Celebration," asking me to use my best efforts towards celebrating Constitution Day, September 17th.

I firmly believe that it is desirable with the mixed population we have here, that we take note of this day by having appropriate exercises in the schools, therefore, I would ask that you get in communication with the principals of the different public schools so as to enable them to prepare a program.

By notifying the principals of the large schools at an early date, it will make it possible for them to select speakers for the large schools and it will also give the principals of the small schools time to prepare data which will be suitable to the intelligence of the pupils under their control.

Hoping that you will give this matter your earnest attention, I beg to remain,

Very truly yours,

C. J. MCCARTHY,
Governor of Hawaii.

P. S.: I am enclosing copy of a letter from the committee, which although dated April 16th, 1919, only reached me today.

Organization Committee for Constitutional Campaign and Celebration

Headquarters: National Security League, New York City
April 16, 1919.

The Honorable Chas. J. McCarthy,
Governor of Hawaii.

Dear Sir:

The termination of hostilities in Europe has abruptly changed the aspect of the patriotic work of the societies whose mission is the creation of an intelligent enthusiasm for things American. During the last four years we have been intent upon the problem of unifying public opinion regarding the great issues involved in the winning of the war against military autocracy.

Today the people understand the meaning of what we have destroyed; but they are not fully informed as to what we have saved. If we bring home to them, by intensive instructive campaigns, the vital principles of our government as embodied in the documents which we justly reverence, we shall furnish a specific antidote to Bolshevism and kindred reactionary political heresies. A thorough, popular knowledge of the fundamental elements of our political system is essential to our national safety, and to the safety of those institutions which we hold in trust for all humanity. Such education will put an end to the menace of Bolshevism.

With this end in view six national patriotic societies, namely, the Sons of the Revolution, the National Association for Constitutional Government, the American Defense Society, the American Rights League, the Boy Scouts of America and the National Security League, have united to bring about a national celebration of the birthday of the Federal Constitution and to conduct a campaign of interpretation leading up to the celebration of Constitution Day, September 17th.

We are forming an Honorary National Committee under whose patronage this campaign and celebration are to be conducted. As the chief magistrate of a great state, your cooperation would greatly strengthen this patriotic movement. Will you allow us to add your name to the Honorary Committee, or, if you prefer, will you appoint from your state some distinguished citizen to represent you upon this committee?

A reply by telegram or by special delivery would be deeply appreciated.

Very respectfully yours,

(Sgd.) **ROBERT McNUTT McELROY,**
Secretary.

PLENTY OF WHOLESOME PLAY IS AN ESSENTIAL PART OF EDUCATION.

The Public Schools of Hawaii: 1919

June 30, 1919.

To His Excellency,

The Honorable C. J. McCarthy,
Governor of Hawaii.

Dear Sir:

I have the honor to submit the following report, covering the months April to June, 1919, and statistical data for the school year just completed.

The Superintendent took office at an extremely difficult period, and under conditions of unusual strain and severity. During this period, the necessities of circumstance have compelled his rapid action upon many important matters, and his familiarizing himself with a very large, complex and intricate organization. He desires to express his deep appreciation of the support given by the Legislature, the City and County officials, the Commissioners, the Supervising Principals, principals and teachers and the office staff of the Department.

Territorial Legislature, 1919:

Various important educational matters were considered by the Legislature in its recent session. Chief among these was the increase in teachers' salaries. These increases, however, although substantial, scarcely meet the soaring costs of living. Other educational legislation was as follows:

- Act 23—Making an Appropriation for the Benefit of M. M. Scott.
- Act 28—Relating to Salaries of Certain Public School Teachers, Supervisors and Principals who were called into the active military service of the United States as members of the National Guard or Naval Militia of the Territory of Hawaii, or draftees.
- Act 38—To Provide Eight Thousand Three Hundred Dollars (\$8,300) as an Addition to the Appropriations for Supplies and for Incidentals for the Department of Public Instruction.
- Act 39—Relating to Schools in the County of Maui and Providing for an Additional Tax Rate for Improvements in Connection Therewith; Building a new high school at Hamakuapoko, Maui, and equipping the same, \$35,000.
- Act 51—To Provide for the Payment of Certain Amounts Deducted from the Pay of Certain Territorial Officials and Employees While on Active Military Duty as Members of the National Guard or the Naval Militia of the Territory of Hawaii or as Draftees.
- Act 54—To Amend Section 137 of the Revised Laws of Hawaii, 1915, as Amended by Act 20 of the Session Laws of 1915, Relating to Holidays.
- Act 71—To Repeal Sections 264 and 265 of the Revised Laws of Hawaii, 1915, relating to the Appointment and Duties of the Inspector General.
- Act 72—To Amend Sections 262, 273 and 305 of the Revised Laws of Hawaii, 1915, Relating to Public Instruction; Sec. 262: Appointment, Removal; Sec. 273: Powers and Duties; Sec. 305: As Prescribed by the Department.
- Act 74—Making Additional Appropriations Out of the General Revenue for the Biennial Period Ending June 30, 1919—Boys' Industrial School \$5,000; College of Hawaii \$5,700.
- Act 76—To Amend Section 7 of Act 81 of the Session Laws of 1915, by Adding Three New Sections Thereto to be Known as Sections 7A, 7B and 7C, Relating to Industrial Schools.
- Act 89—Relating to Schools in the City and County of Honolulu, and Providing for an Additional Tax Rate for Improvements in Connection Therewith, \$170,000, including McKinley High School new buildings and plant on new location with provision for athletic field \$79,000.
- Act 90—Making Special Appropriation to Pay Herbert A. Wade \$642.35.

- Act 94—Providing an Additional Appropriation of Eight Hundred Dollars (\$800) for the Territorial Normal School for the Biennial Period from January 1, 1918, to December 31, 1919.
- Act 95—Appropriating the Sum of Seven Hundred Seventy-Six and 65/100 Dollars (\$776.65) for the Payment of Certain Claims Against the Department; City and County of Honolulu \$735.45; Moses Stationery Co. \$41.20.
- Act 106—To Amend Section 1 of Act 202 of the Session Laws of 1917, Relating to the School Budget for the Biennial Period Beginning January 1, 1918, and Ending December 31, 1919, (\$219,000).
- Act 107—To Amend Section 297 of the Revised Laws of Hawaii, Relating to Maintenance of Schools and Salary Schedule.
- Act 126—Authorizing, Empowering and Directing the Board of Supervisors of the County of Hawaii to Provide Transportation for School Children Within Said County.
- Act 131—Providing an Additional Appropriation of Twenty-One Thousand Five Hundred Dollars (\$21,500.00) for the Establishment and Maintenance of a School for the Training and Instruction of Blind and Other Defective Children.
- Act 137—Making an Appropriation for the Benefit of Charlotte A. Mumford.
- Act 151—To Amend Chapter 24 of the Revised Laws of Hawaii, 1915, by Adding Thereto a New Section to be Known as Section 265A, Relating to the Department concerning dismissal from the service without the opportunity of a trial and hearing.
- Act 160—To Amend Sections 5 of Act 100 of the Session Laws of 1917, Relating to the Creation of a Trade and Vocational School at Lahainaluna, Maui.
- Act 163—To Amend Section 1 of Act 114 of the Session Laws of 1915, Relating to the Establishment of a Retirement Fund for Pensioning Retired Teachers of the Public Schools of the Territory of Hawaii, and to Regulate the Collection, Management and Disbursement Thereof.
- Act 166—To Amend Section 7 of Act 114 of the Session Laws of 1915, Relating to Teachers' Pensions as to Amount Thereof.
- Act 188—To Amend Act 51 of the Session Laws of 1919, Relating to the Payment of Certain Amounts Deducted from the Pay of Certain Territorial Officials and Employees While on Active Military Duty as Members of the National Guard or the Naval Militia of the Territory of Hawaii or as Draftees.
- Act 191—To Amend Section 277 of the Revised Laws of Hawaii, 1915, Relating to the English Language as the Basis of Instruction, and Providing for Teaching of the Hawaiian and Other Languages.
- Act 199—To appropriate the Sum of Two Thousand Two Hundred Sixty-Six Dollars and Eleven Cents (\$2,266.11) for the Payment of Claims Against the Boys' Industrial School at Waialeale Incurred Prior to July 1, 1917.
- Act 203—To Establish a University of Hawaii.
- Act 222—Making Appropriations Out of the General Revenues for the Biennial Period Ending June 30, 1921, to meet increase in the pay of teachers.
- Act 232—To Fix the School Budget for the Biennial Period Beginning January 1, 1920, and ending December 31, 1921.

Supervising Principals:

Shortly after taking office, the Superintendent called a conference of the Supervising Principals. The sessions extended over ten days, and a careful study was made of the Rules and Regulations of the Department. Numerous changes were recommended to the Commissioners and adopted by them. The Supervising Principals also discussed text books, the Course of Study, and other school matters, and formulated important conclusions that will be acted upon in due season. They also made up the appointment lists (some eleven hundred names) for the next school year.

Commissioners' Meeting:

The Commissioners of Public Instruction held a regular meeting, May 12th to 15th, inclusive, and trans-

IN A DEMOCRACY, NONE ARE SO DANGEROUS AS THE HALF-EDUCATED.

acted much important business, as well as making most of the 1919-20 appointments.

It is hoped by the Superintendent that circumstances will so shape themselves as to permit of fairly frequent meetings of the Commissioners, (say once quarterly), as this should greatly facilitate the prompt and joint handling of important departmental business. He desires to express his appreciation of the public spirited interest, cordial cooperation, sound judgment, and careful thought which the Commissioners devote to the cause of public education.

Correspondence:

About one thousand individual letters have been written, covering a great variety of school problems. This number does not include letters of appointment, nor numerous circular and form letters. The total volume of correspondence leaving the Department, April to July, aggregate about six thousand pieces. Printed matter, exclusive of the Hawaii Educational Review, to the number of approximately one thousand pieces, has been sent out during this period.

School Visits:

The Superintendent has visited all of the public schools on Kauai; all of the larger schools on Maui; most of the schools in the Hilo region. He had previously visited, as School Garden Judge, all of the public schools on Oahu. In his visits he has paid particular attention to lands, buildings, teachers' cottages, out-buildings and water supplies. Visits have also been made to a number of private schools.

Public Addresses:

Public addresses relating to Hawaii's expanding educational program, have been made by the Superintendent in Honolulu, Lihue, Makaweli, Eleele, Lahainaluna, Wailuku, Kahului and Hilo (3).

Conferences With Japanese Educators:

During the session of the 1919 Legislature, and, subsequently, numerous conferences were held by the Superintendent with various groups of Japanese school men, in Honolulu, and on Maui and Hawaii. These conferences have been very helpful in establishing cordial relationships between the Department and the language schools, which should prove to be of mutual benefit. It is the aim of the Department to assist, in every feasible way, in the improvement and upbuilding of all worthy educational enterprises, public or private.

Departmental Conferences:

Shortly after taking office, the Superintendent inaugurated a series of Departmental Conferences, covering various topics of general educational interest, and designed to bring together the leading school men and women of Honolulu. These conferences have been informal in nature, well attended, with interesting discussion, and fruitful in suggesting lines of improvement in our public school work. Some of the topics have been:

"Vocational Education in the Schools."

"Public School Music."

"Relating the High Schools to the College."

"The Playground and Physical Education."

Notable Appointments:

Among the notable new appointments are those of Mr. T. H. Gibson as Deputy Superintendent; Mr. H. M. Wells as Supervising Principal for Maui; Miss Josephine Deyo as Supervising Principal for Hilo; Mr. W. E. Givens as Principal of McKinley High School; Professor M. M. Scott as Honorary Principal Emeritus of McKinley High School; Mr. P. A. MacCaughy as Principal of Maui High School; Mr. K. C. Bryan as Principal of the Territorial Trade School; Mr. J. A. Wilson as Principal of Liliuokalani School; Mr. George S. Raymond as Principal of Kapaa School; Mrs. Maude Sisson as Principal of Kahuku School.

List of the Public Schools:

Through the Supervising Principals, an up-to-date geographical list of the public schools has been prepared and distributed. This list gives the name, location, and estimated enrollment (September, 1919) of every public school in the Territory. It is printed in the new Handbook.

School Lands and Buildings:

Mr. T. H. Gibson, Deputy Superintendent, is devoting his entire time to the matters of school lands, buildings, teachers' cottages, out-buildings, and other features of the school plants. The beneficial results of this program are already apparent and rapid progress should be made throughout the coming summer. An itemized list of these matters would reveal notable progress along many lines, throughout the islands, looking toward adequate school plants. The various Territorial and County officials are cooperating most helpfully in the consummation of these matters.

Public School Classes in Japanese Language Schools:

Information has been secured from each Supervising Principal concerning public school classes which were held (1918-19) in Japanese language school buildings, due to lack of room in the public schools. This data is as follows:

COUNTY OF HAWAII.					
School	Location	Grade	No. of Pupils	Rent Paid	Amt.
Waiakea-kai		III	40	No.	
Waiakea-uks	Camp No. 6	I	32	Yes.	\$5.00
Papaikou	Papaikou	I (2)	81	Yes.	12.00
Honomu	Honomu	II	40	Yes.	5.00
Hakalau	Hakalau	II	36	Yes.	5.00
Ninole	Ninole	I	70	Yes.	5.00
Honokaa	Honokaa	II	41	Yes.	5.00
Kukuihaele	Kukuihaele	I	40	Yes.	5.00

Comments:

We were using one room at Olaa, but discontinued because of the shortage of teachers. If teachers are available, we will use two rooms in the Japanese building next year.

We will not use rooms in the Japanese schools at Ninole and Honokaa next year, as additions to our buildings will be built during the summer.

WE ARE ALL WORKING TOGETHER FOR THE BOYS AND GIRLS OF HAWAII.

CITY AND COUNTY OF HONOLULU.

School	Location	Grade	No. of Pupils	Rent Paid No.	Amt.
Molili	Waialae	I	45	No.	

Comments:

We have used this building for several years and may be compelled to use it for a while for the ensuing school year.

School	Location	Grade	No. of Pupils	Rent Paid No.	Amt.
Waipahu	Waipahu	I	81	No.	

Comments:

The use of the Japanese language school buildings is unsatisfactory, but we have to use them as an emergency matter. The building program always lags behind the school needs because of continual shortage of funds. Next September I expect to have to use two rooms of the Japanese language school building at Waialua.

COUNTY OF MAUI.

None.

COUNTY OF KAUAI.

Lihue, 4 rooms, 5 teachers.
Makaweli, 1 room, 1 teacher.

Corporal Punishment:

Considerable newspaper publicity has been given to the subject of corporal punishment in the public schools. The Superintendent, although personally opposed to corporal punishment, has made, and intends to make, no recommendation to the Commissioners for change in the present school law, which is excellent, and which reads as follows:

"Any teacher shall have power to administer necessary and reasonable punishment upon any pupils while in attendance at schools, and shall not in any way be held responsible therefor."

It will be noted that, in this law, there is wisely no specific mention of corporal or bodily punishment.

School Survey:

One of the Superintendent's first official acts was to write to the United States Commissioner of Education, urging the consummation of the proposed school survey, and stating that the Department would cordially cooperate in every feasible way. Dr. P. P. Claxton, the Commissioner, whom the Superintendent knows personally, has written that he will personally conduct the survey, and that the party will arrive early in October.

Illiteracy:

Due to a prolonged period of artificially stimulated immigration, during which low grades of agricultural labor (mostly Asiatic) were imported to work on the sugar plantations—Hawaii now has a **large illiterate population**. The last census (1910) reported 40,000 illiterates. This is over 25 per cent of the population of ten years of age and over. Over one-half of Hawaii's population cannot speak English. These illiterates — Filipino, Japanese, Chinese, Koreans, Spanish, Russians, Porto Ricans, Portuguese, etc.—can neither read nor write their own language nor the English language. When the draft was recently called, it was discovered

that hundreds of the draftees were unable to understand the simplest English commands or sentences.

Hawaii must squarely face this problem of illiteracy. She will need to organize a series of free public continuation schools, night schools, extension classes and other modern educational agencies, to be continued until illiteracy is eradicated. The work begun under the Army and Navy Y. M. C. A. and other organizations should be continued, extended and coordinated with the public school system by the Department of Public Instruction. A relatively small annual appropriation judiciously expended over a period of years would eliminate from Hawaii one of her more dangerous and un-American ailments—illiteracy.

The federal Commissioner of Education, in his last annual report (1917) states that

"Illiteracy is a burden to society and a menace to state and nation * * * The United States Army refuses to accept volunteers who cannot read or write, but in some of the states from 10 to 25 per cent of the men selected by the draft were illiterate * * * It is especially important that they (immigrants) be given opportunity for learning the language of the country and that they be induced to take advantage of this opportunity."

Closely associated with the problems of illiteracy are those of the education of the mentally and physically defective. Recently a territorial Commission has been appointed by your Excellency. Hawaii is now making a study of her defective groups. Her system of cheap-labor importation, in excessive numbers, has tended to hide the importance of such groups.

"What Is Wrong With Hawaii's Public Schools:"

A Honolulu newspaper recently announced a series of articles on this theme. Permit me to call attention to the fact that educational problems are universal, and not peculiar to Hawaii. The mainland United States is also confronted with difficult and widespread educational problems:

WHAT IS WRONG WITH MAINLAND SCHOOLS.

The thoughtful people of Hawaii should recognize clearly that the local difficulties are not unique, but have their parallels throughout the mainland United States.

The following data is compiled from a recent official bulletin of the National Education Association:

I. Immature Teachers.

"At the present time, more than one-half of the public school teachers of the United States are immature; they are short lived in the work of teaching; their general education is inadequate; their professional equipment is deplorably meagre.

"Out of approximately 600,000 public school teachers in the United States, it has been estimated by competent authorities that:

"As to age: 100,000 are seventeen, eighteen and nineteen years old; 150,000 are not more than twenty-one years old; 300,000 are not more than twenty-five years old;

"As to the length of services: 150,000 serve in the schools only two years or less; 300,000 serve in the schools not more than four or five years."

II. Poorly Educated Teachers.

"As to education: 300,000 have had no education beyond the eighth grade of the elementary school; 100,000 have had less

HAWAII'S SCHOOLS, TO SUCCEED, MUST INTEGRATE CLOSELY WITH HAWAII'S BASIC INDUSTRIES.

than two years' education beyond the eighth grade; 200,000 have had less than four years' education beyond the eighth grade; 300,000 have had no more than four years' education."

III. Poorly Trained Teachers.

"300,000 or 50 per cent have had no special professional preparation for the work of teaching."

In the aggregate, the boys and girls now having their schooling at the hands of immature and untrained teachers will constitute at least fifty per cent of the next generation of American voters.

Of the twenty million boys and girls in our public schools today, it may be conservatively estimated that: 1,000,000 are being taught by teachers whose education has been limited to seven or eight years in the elementary schools; 7,000,000 are being taught by teachers who are scarcely more than boys and girls themselves, and whose appreciation of their responsibilities must, in consequence of their youth and inexperience, be extremely slight; 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is quite inadequate."

IV. Low Entrance Conditions in State Normal Schools.

"Most normal schools training rural teachers require eighth grade graduation for admission to their rural courses. Some require completion of the ninth, tenth or eleventh grade; and some high school graduation. None are known that require more than high school graduation and only a very few that require less than completion of the eighth grade."

V. Bulwark of Democracy.

"It is futile to speak of our public schools as the bulwark of American democracy when tens of thousands of our teachers in these schools are only sixteen, seventeen, eighteen, nineteen years old; when more than one hundred thousand are less than twenty-one years old; when more than a quarter of a million have not passed the age of twenty-five."—(N. E. A. No. 1).

VI. Scarcity of Teachers.

"In a typical state—a state that is perhaps midway between the most progressive and the most backward educationally—eighty per cent of the rural school teachers this year are boys and girls fresh from the eighth grade of the common schools—and even under these inadequate standards, this state reports a shortage in teachers, so keen is the demand for their services in other occupations."

VII. Poor Buildings and Equipment.

"More than half of the Nation's children are enrolled in rural schools tutored for a short period of years by untrained, poorly paid, peripatetic teachers, in poor buildings, poorly equipped."

When we give as much attention to our public schools as we give to the sugar industry, or to our military organization, then will these conditions disappear.

Epochs in the Educational History of Hawaii:

The educational history of Hawaii, since the discovery of the islands by Cook in 1778, and the coming of the American missionaries in 1820, may be divided into three epochs. **The first period (1820-1860)** was characterized by the education of the native Hawaiian people, adults and children. These splendidly-physiognomized, intelligent, over-hospitable, kind-hearted Polynesians responded with astonishing celerity to the teachings of the American missionaries. The latter, New England Congregationalists—well-educated men and women of the noblest character—devoted themselves wholeheartedly to itinerant instruction, preaching and the establishment of schools. Their work was admirably

planned and executed, according to the educational standards of their time, and fully merits the high praise which has been accorded to it. Under missionary influence the natives became rapidly Christianized, literate and "Americanized." Numerous nefarious agencies, however—social, moral, and economic,—wrought the virtual destruction of the Hawaiian people. Today only a remnant remains of what a few centuries ago was one of the finest peoples of Polynesia.

The second epoch (1860-1900) was marked by the systematic importation of great numbers of low-grade, ignorant, contract-laborers (mostly Asiatic males) for the sugar plantations. "Education" for the working people was generally opposed, as unfitting the serfs for menial field labor. The high-minded, idealistic, "missionary" influence waned. The control of land, machinery, transportation and water rapidly passed into the hands of powerful materialistic corporations, whose leaders today dominate the life of the islands.

The third epoch (1900 to date) opened with Hawaii as an organized and integral Territory of the United States. A naval base, coast defense and subsidiary land forces were established at great national expense. The small "white" population (16,000), as contrasted with the preponderant Asiatic, Hawaiian and South European population (230,000, mostly Asiatic), present a complex local educational situation which differs markedly in degree—though not in kind—from that of the mainland states. Hawaii has over 100,000 Japanese, 22,000 Chinese, 20,000 Filipinos and 5000 Koreans. The majority of the population is Asiatic, and the **Asiatics are reproducing far more rapidly** than any other race.

Hawaii's outstanding educational problem is the development of an adequate and complete system of American public schools, extending from kindergarten to college, "without let or hindrance," and serving **all the children of all the people**. She has made a noble beginning, she has much to be proud of, but there are still great advances to be made. The school needs to be vitally adapted to a subtropical, agricultural, insular background, and to a population dominantly Asiatic.

Eight characteristics mark most of Hawaii's population today: It is largely male, alien, Asiatic, agricultural, non-English speaking, non-Christian, landless and homeless. Each one of these features presents significant educational problems. Superimposed upon this body of field and mill labor is a small "white" capitalist, mercantile and professional class, mostly imported, and furnishing the leadership in all Island affairs of consequence.

What Is Right With Hawaii's Public Schools:

The following is a concise summary of some of the important ways in which Hawaii's public schools excel those of the mainland United States:

NO COMMUNITY IS BETTER THAN ITS HOMES.

1. The trend of school administration on the mainland is more and more approaching that of ours—that is, towards larger units. The old school districts as a unit is being done away with and township or county boards are taking its place. There is a bill before Congress which has for one of its purposes the creation of a Department of Education with a secretary, a member of the president's cabinet as its head—the beginning of a national educational system—Hawaii's school administrative system is the ideal towards which educators on the mainland are looking forward.

2. Every school in Hawaii, whether in the capital or the remotest hamlet, has a school year of the same length—about 190 days—whereas, on the mainland the school year is anywhere from six months to ten months—121.5 days in Tennessee to 193.6 in Rhode Island.

3. Teachers with the same qualifications and experience, are paid the same salaries, whether they teach in the city or in the most out-of-the-way place in the Territory. In fact, there is a wise regulation of the Department that "competent teachers in undesirable locations may be paid above schedule."

4. Women are paid the same salaries as men, on the basis of similar qualifications and experience.

5. Teachers are paid for the twelve months of the year, while on the mainland, except in the larger towns and cities, they are paid only for the time they teach. In Hawaii teachers are paid at the end of each calendar month.

6. Teachers' appointments, transfers and promotions are controlled by one central board. This ensures the minimum opportunity for nepotism, favoritism and political influence.

7. It follows from what has been stated above that there is less discrepancy in the educational opportunities for all the children of Hawaii than is the case in any other State or Territory in the Union.

8. One of the measures of an efficient school system is the provisions made that the children of the state are obliged to take advantage of the educational opportunities offered. The compulsory school law of this Territory, which has been in force since the organization of the educational system, is so well carried out that the average percentage of attendance for the Territory for the year ending December last was 94.57, the highest rate of any state, the next highest being Oregon, with an average percentage of attendance of 91.8 (Report of Commissioner of Education, the latest).

9. Hawaii is notable for the excellence of its public school singing, and has been commended by distinguished educators from many parts of the world. The public school choruses of Hawaii rank with the best mainland school choruses. This is the unanimous testimony of competent and disinterested authorities.

Improvement in the Course of Study:

All principals and teachers have been invited to prepare recommendations for improvements in the present Course of Study. Much valuable data has already been received, and will be put into form by the Course of Study Committee at its summer meeting. No changes in the curriculum or text books will be published, however, until after the completion of the work of the Federal School Survey.

Program for Industrial and Vocational Work:

Important enlargements and improvements in the industrial and hand-work program of the public schools have been formulated, approved by the Commissioners, and will be put into operation next September. The essential features of this program are as follows:

In the new Course of Study, the following provisions will be recommended:

1. Adequate school time for this group of subjects.
2. Adequate school credit.
3. Suggestive outlines by grades.
4. Suggestive outlines for individual work, out of school hours.

5. For the 1919-20 school year the supervisors will be changed in title to "Industrial Supervisors," whose duties shall be:

1. To have general supervision over all industrial work of the schools of the island to which he is appointed, including shop, agriculture, kitchens, sewing and all other forms of manual work.

2. To introduce and supervise manual work in the lower grades such as paper cutting, paper folding, clay modeling, drawing, weaving and sewing.

3. To authorize all expenditures of money for materials and supplies from the vocational appropriation, and he shall be the only person authorized to spend money from his allotted quota of the vocational appropriation.

4. To promote an interest in manual work in all grades.

5. To render reports as called for by the Department.

7. Beginning September, 1919, each vocational teacher will receive grade pay plus \$20 per month additional for the ten school months, on the basis of full time in the shop or kitchen, 8:30 to 4:00 on school days, and 9:00 to 12:00 Saturdays.

8. A typical shop and kitchen program might be as follows:

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	
9:00-10:30	I	IV	II	V	III		Individual
10:45-12:00	II	V	III	VI	I		vidual
12:30- 2:00	III	VI	I	IV	II		work.
2:00- 4:00	Individual work.						

Groups I to III are the 7th and 8th grades; each pupil has 3 90-minute periods per week.

Groups IV to VI are the 5th and 6th grades; each pupil has 2 90-minute periods per week.

9. A shop and kitchen shall be established at each high school, with qualified teachers and elective courses, one for boys and one for girls.

SCHOOLS HAVING REGULAR INDUSTRIAL TEACHERS. (Revised)

OAHU.			
School	Enrollment.	No. of Industrial Teachers and time Allowed.	
647 Liliuokalani	2	full	time
1032 Kaahumanu	2	"	"
1294 Central Grammar.....	1 (K)	"	"
917 Royal	2	"	"
1594 Kaiulani	2	"	"
755 Kalihiwaena	2	"	"
708 Waipahu*	2	"	"
769 Waialua*	2	"	"
KAUAI.			
603 Kapaa*	2	"	"
662 Lihue*	2	"	"
547 Eleele*	2	"	"
468 Waimea*	2	"	"
MAUI.			
602 Kamehameha III*	2	"	"
499 Puunene*	2	"	"
518 Paia*	2	"	"
416 Wailuku*	2	"	"
HAWAII.			
1083 Hilo Union*	2	full	time
342 Honokaa*	2	half	time
326 Honomu*	2	"	"
508 Papaikou*	2	full	time
142 Waiohinu*	1 (K)	half	time
321 Konawaena*	1 (S)	half	time

* Star indicates school gardens.

THE PUBLIC SCHOOL IS OUR MOST VITAL EXPRESSION OF DEMOCRACY.

Allotment of Industrial Supplies, etc., by Islands.

	Per Month
Territorial Normal	\$ 40
Oahu	240
Mauī	165
Kauai	165
Hawaii	190

The High Schools:

Lively interest is being manifested, throughout the Territory, in the public high schools. This interest is expressing itself in legislative appropriations for new high school plants (Honolulu, Hilo, Maui) and in rapidly increasing enrollments. The high school staffs next year will be larger and stronger than ever, and with notable enlargements of the curriculum. The Department hopes to foster and improve, in every feasible way, the upper grades and high schools throughout the Territory.

Polytechnic High Schools:

Public high schools have made their appearance slowly in Hawaii and under financial and administrative handicaps.

The "white" population—professional and capitalistic—has provided private academies for its children. These finishing schools have been largely cultural, academic and esthetic, with little vocational emphasis. They prepare a certain proportion of their students for such mainland institutions as Harvard, Yale, Cornell, Wellesley, Vassar and Smith.

The public high schools have been left, in the main, to the laboring classes—Hawaiian, Chinese, Japanese, Portuguese, Filipino, Korean, Spanish, etc.—in fact, all classes except the whites. As a result of this social-economic situation, the public high schools of Hawaii have been permitted to remain in a state marked by more or less backwardness, academic and literary emphasis, and a non-social, non-communal, non-industrial atmosphere. Until relatively recently there was only one public high school in the entire territory, and for decades that school has been financially handicapped, chronically over-crowded, and inadequately equipped. The modern American high school, in the sense in which this term is known and used in large cities on the mainland, is embryonic in Hawaii.

There are now small high schools on each of the larger islands (four in all). These schools need larger appropriations, better housing, better paid teachers, more equipment for community service, and especially for industrial training. **The public high schools should integrate closely with the great agricultural and commercial enterprises of Hawaii.** They should prepare young men for the local agricultural industries, and young women as trained home-makers. The American home is rare in rural Hawaii. **Home-making should be made a basic course in the high schools.** At present the girls in the high schools graduate with practically no instruction whatsoever in home-making.

U. S. Boys' Working Reserve and Farm-Craft Books:

The Department is cooperating heartily with the U. S. Boys' Working Reserve, as this practical movement is of large educational significance. Several thousand copies of the Farm-Craft books, issued by the reserve organization (and including special Hawaiian agricultural material now being printed at Lahainaluna School), will be distributed and used throughout the public schools next fall. Certainly Hawaii's agriculture and industries offer excellent subject-matter for utilization in the public school curriculum.

Child Welfare Work:

The Department is cooperating heartily with the Child Welfare work inaugurated on the various islands by the local volunteer organizations. We consider the child welfare program to be of the highest value, not only to the children and schools, but to the welfare of the Territory as a whole. Progress is being made in the campaign against malnutrition and physical defectiveness. **A sound, stalwart and successful citizenry can be developed only from healthy and normal children.**

Extension Work:

Extension education, by which is comprehended all forms of education **carried directly to the people**, is conducted mainly by the Library of Hawaii and the Hawaii Agricultural Experiment Station. The Library of Hawaii, under territorial appropriations, is developing an excellent system of traveling libraries, inter-island library service, and other modern forms of library extension work. These activities are well planned and excellently administered; if larger funds were available, the usefulness of this fundamental democratizing work could be greatly extended.

The Hawaii Agricultural Experiment Station administers federal funds for extension work. Extension bulletins, news service, field work by station men, cooperative and demonstration experiments, cooperation with county and territorial fairs, are among the notable lines of extension work.

Neither the College of Hawaii nor the Territorial Department of Public Instruction have specific funds for extension work. This is a regrettable situation, for both the College and the department could organize and develop very effective types of extension work. The College, through correspondence courses and through itinerant instruction, could reach hundreds of young people and adults that at present are in no way benefitted by the existence of a territorial college. The Department could and should formulate a "wider use of the school plant" program that would go far toward enlarging the educational opportunities of the rural communities. Hawaii, with its small population of 250,000, could **easily develop** an extension policy, if it were so minded, that would **reach every man, woman and child** outside the present schools.

HAWAII'S SCHOOLS ARE THE WORLD'S MOST SIGNIFICANT MANIFESTATIONS OF INTER-RACIAL GOODWILL.

Territorial Fair:

The public schools made an excellent and diversified series of exhibits at the Territorial Fair. Mr. K. C. Bryan and a large committee handled the exhibits in a most satisfactory manner. Of notable interest was the harmonograph built and exhibited by Mr. Cyril O. Smith of the Royal School and his pupils. The aeroplane exhibit, also due largely to the interest of Mr. Smith, was a great success. Large quantities of educational literature were distributed. A model school shop was maintained in actual operation, the boys carrying on the various shop activities in a very creditable manner.

Free Public Kindergartens:

Plans have been formulated, and approved by the Commissioners, for the establishment of four public kindergartens, next September, at Waimea, Waialua, Kahului and Hilo. The plan is cooperative, involving the Department, the Kindergarten Association and the local community. This is the first step toward the establishment of a series of public kindergartens and has the hearty indorsement of the U. S. Bureau of Education. The importance of the kindergartens in Hawaii, where there are so many non-English-speaking homes, is obvious, and has the support of all thoughtful persons and teachers.

Hawaii, like the backward states of the Southern Belt, has had no system of public kindergartens. "Free" kindergartens, under various private auspices, have been maintained in several centers since 1892, chiefly by groups of wealth, benevolent white ladies. The "Free Kindergarten and Children's Aid Association of Hawaii" has done excellent pioneer work, and merits full recognition for its labors.

The fact remains that here are thousands of children without any opportunity whatsoever to attend kindergarten. Moreover, it is being generally recognized throughout the mainland that kindergartens should be administered, not only as a gracious form of charity, but also as **an integral part of the American democratic school system**. The large values of the kindergarten as a basic agency in education are beyond dispute; therefore they should be part of the school life of every child.

Hawaii can take example from the California mandatory-on-petition law, whereby the parents or guardians of twenty-five or more children of kindergarten age, living within a mile of an elementary school, may compel the establishment of a kindergarten. In Hawaii, where such a large percentage of the juvenile population is of kindergarten age, and non-English-speaking, the value of the kindergarten in Americanization is inestimable. In the kindergartens these American-born children, of alien parents and utterly alien homes, would receive al-

most unsurpassable training in the language, customs and ideals of the American home.

The U. S. Bureau of Education and the National Kindergarten Association are undertaking a national campaign for universal public kindergartens. This may be considered as a part of the great reconstruction program in education. Hawaii should actively participate in this movement.

Territorial Summer School at Kilauea Camp:

Strong opposition against the organization of the Summer School, as operated in the past, was voiced by the recent Legislature, and by many others. A new plan has been prepared and recommended by the Superintendent, and approved by the Commissioners, and will be tested this summer at Kilauea camp. This has been announced in detail in the *Hawaii Educational Review*, June, 1919.

Changes in Grading, Examination, and Promotion:

The regulations which became effective in the June, 1919, examinations of the grammar grades, provide:

That there shall be term examinations in these grades and, further, that these examinations shall be concluded on the Friday before the last week of the term;

That the examination papers, together with tabulated results, shall be handed to the principals by the teachers on or before the last Tuesday of the term;

That pupils who have made an average of 90% in daily work shall be passed on this record and shall not be required to take the examinations;

That the marking of the papers, other than those in arithmetic and spelling, shall be on a basis of 100, allowing 60% for daily work and 40% for examination; that in arithmetic 65% shall be allowed for correct principles and 35% for accuracy. That the passing mark in each subject shall be 75%;

That an exception shall be allowed, however, in case of any pupil who fails in two subjects only, with a term mark of not less than 60% in each of these, provided the total term marks of such pupil show an average of 75% or more. Provided further, that the spoken and written English be not included in this exception—not less than 75% shall be required in both of these subjects.

It will be seen that a great step was taken in advance in that the pupil's promotion depends chiefly upon his daily work and upon his ability to use correct spoken and written English.

Changes in the Closing Day of Schools:

As a result of these new rules governing grading, examinations, and promotions, the schools were relieved of the anxiety and waiting attendant upon the referring of examination papers to the Board of Examiners for

(Concluded on page 17.)

THE PERSONALITY OF THE TEACHER DOMINATES THE CURRICULUM. SMILES, SERENITY, AND POISE CANNOT BE BOUGHT, BUT EVERY TEACHER CAN GIVE THEM.

TABLE No. I.

NUMBER OF SCHOOLS, TEACHERS AND PUPILS IN THE TERRITORY, JUNE 30, 1919.

	No. of Schools	TEACHERS			PUPILS		
		Male	Female	Total	Male	Female	Total
Public Schools	168	127	936	1,063	18,988	17,114	36,102
Private Schools	61	67	303	370	4,126	3,043	7,169
Totals	229	194	1,239	1,433	23,114	20,157	43,271

TABLE NO. II.

AGES OF PUPILS IN ALL SCHOOLS OF THE TERRITORY, JUNE 30, 1919.

ISLANDS	Under 6	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	Over 15	Male	Female	TOTALS
PUBLIC:															
Hawaii	22	766	1,189	1,223	1,088	1,140	1,098	953	883	678	385	308	5,092	4,641	9,733
Maui	17	510	699	702	586	559	514	465	423	340	168	129	2,669	2,443	5,112
Molokai	1	17	23	32	40	22	23	23	29	16	8	4	116	122	238
Oahu	21	981	1,677	1,952	1,824	1,893	1,756	1,516	1,429	1,216	868	1,102	8,545	7,690	16,235
Kauai		490	608	659	569	607	501	479	405	268	138	60	2,566	2,218	4,784
Total	61	2,764	4,196	4,568	4,107	4,221	3,892	3,436	3,169	2,518	1,567	1,603	18,988	17,114	36,102
PRIVATE:															
Hawaii	144	91	71	62	64	63	54	58	77	78	50	94	768	138	906
Maui	270	51	66	96	61	92	71	85	72	67	53	89	550	523	1,073
Oahu	1,162	170	298	280	297	297	303	340	338	383	330	965	2,790	2,373	5,163
Kauai		2	9		3	5	2	1	4	1			18	9	27
Total	1,576	314	444	438	425	457	430	484	491	529	433	1,148	4,126	3,043	7,169
ALL:															
Public	61	2,764	4,196	4,568	4,107	4,221	3,892	3,436	3,169	2,518	1,567	1,603	18,988	17,114	36,102
Private	1,576	314	444	438	425	457	430	484	491	529	435	1,148	4,126	3,043	7,169
Territory	1,637	3,078	4,640	5,006	4,532	4,678	4,322	3,920	3,660	3,047	2,000	2,751	23,114	20,157	43,271

TABLE No. XI.

MANUAL WORK AND INDUSTRIAL TRAINING, JUNE 30, 1919.

Islands	Agriculture	Carpentry	Cooking	Lace Making	Weaving	Sewing	Red Cross	Sloyd & Paper	Yard, Garden- ing & Bldg.	Printing	Book Binding	Knitting	Laundry	Other Work
Hawaii	1,012	144	323	366	117	2,002	.....	496	4,903	.....	20	51	.....	617
Maui	914	270	246	104	52	773	.....	.....	188	32	11	74	.....	26
Oahu	1,528	677	1,297	246	63	1,953	8,329	56	6,271	58	.....	2,785	121	1,286
Kauai	798	292	188	.....	139	941	.....	.....	.....	.....	.....	.....	.....	.....
Total	4,252	1,383	2,054	716	371	5,669	8,329	552	11,362	102	31	2,910	121	1,329

BECOME ACQUAINTED WITH YOUR LOCAL COMMUNITY.

Personality: A Self-Survey for Teachers in the Public Schools of Hawaii

Traits to Cultivate—Credits.

1. **Voice**—The teacher's voice is pleasant, well modulated, clear and winning. The words are well articulated, clearly enunciated and correctly pronounced.

2. **Dress**—The teacher's dress is neat and in good taste. It is inconspicuous and appropriate for the school-room.

3. **Manners**—The teacher's manners are the natural and habitual expressions of the cultured and courteous lady or gentleman. They are not put on and off for different occasions.

4. **Conduct**—The teacher's character is indicated by irreproachable actions reflecting high ideals and purposes.

5. **Habits of work** show that the teacher is systematic, accurate, prompt and cheerful in thought and action.

6. **Self-control**—in every relation of life the teacher shows ease, poise and a thoughtful, business-like attitude.

7. **Inspirational force** of the teacher is strong in encouraging, in thought-provoking, in ambition-arousing, in growth-promoting and in success-insuring action.

8. **Qualities of leadership** of the teacher are clearly shown in self-controlled actions leading toward sound character formation.

9. **Executive ability** of the teacher is shown in vigorous, respectful and successful action. The teacher can think, plan, follow instructions and accomplish results with a minimum of waste and friction.

10. **Spirit of cooperation** of the teacher is shown in a loyal, frank, kind, sympathetic, and helpful attitude, and in the appreciation of the value of team work; a willingness to assume responsibility and a readiness with suggestions for improvement.

11. **Common sense** of the teacher is shown in personal conduct; in discussing school matters; in retailing general gossip; in conforming to the customs of the community and in a saving sense of humor.

12. Attitude of the teacher is optimistic in outlook and enthusiastic in work. The teacher respects and supports the superintendent; trusts the principal; likes associates; loves pupils; sees the bright side of things; smiles often and radiates sunshine, good cheer, happiness and success.

Traits to Avoid—Debits.

1. **Voice**—That is harsh, too high, too loud, too low, muffled and irritable.

2. **Dress**—That is in poor taste, untidy, sloven, or inappropriate.

3. **Manners**—That are rude, brusque, coarse, boisterous, loud, or affected.

4. **Conduct**—That is questionable or improper.

5. **Habits of work**—That show an inaccurate, unsystematic, spasmodic, slow, tardy, irregular, lazy temperament.

6. **Self-control** that is often lost. The teacher is hysterical, fickle, changeable, irritable and pessimistic.

7. **Inspirational force is wanting.** Influence when exercised is discouraging, repressive, retarding and deadening.

8. **Qualities of leadership** are ephemeral or repellant, antagonistic, discouraging and destructive.

9. **Executive ability** is wanting. The teacher is inaccurate; never thinks; never sees; cannot follow instructions; has no initiative; is lifeless, inert and deadening.

10. **Spirit of cooperation** is wanting. The teacher is disloyal, sarcastic, antagonistic, negative, fault-finding, jealous and treacherous.

11. **Common sense** is little in evidence. The teacher antagonizes all; quarrels frequently; gossips freely; criticise everyone and everything; accepts improper attentions; keeps improper hours; frequents questionable places, and is loud in conduct upon the street and in public places.

12. **Attitude** is pessimistic. The teacher hates the work; antagonizes the superintendent; distrusts the principal; is suspicious of associates; has "worst pupils in the world;" frowns; scolds; frets; worries; borrows trouble; magnifies mole-hills into mountains; smells disaster from afar; expects and obtains slights; weeps profusely when reproved; and radiates blueness, blackness, disaster and failure.

Kindergartens to Teach Mothers

Extension of its work into the field of Americanization is being planned by the International Kindergarten Union along the lines of a practical program already tested in New York City, reports the bulletin of the union.

"The program is planned," it is stated, "with the recognition of the fact that the kindergartner has been one of the pioneer workers in the history of America. With the attention of the country focused upon the importance of the alien, the kindergartner must make the Americanization of her mothers one of her major duties."

Suggestions are made in the way of helping the mothers learn English, instructing them in the use and value of the vote, and assisting them in their selection of foods. It is also suggested that these women may be induced to become familiar with American institutes, such as museums, libraries, legal aid and relief agencies, and that, if possible, the father be drawn into the work as well. Emphasis is also laid upon the importance of educating the native-born American to understand the foreign born, and, as an example of what can be done in this line, the work of the Jan Huss Neighborhood House of New York is cited.

THE ABILITY TO EARN A LIVING IS THE FIRST STEP IN A NORMAL ADULT LIFE.

History in the Elementary School

By P. H. Cooley, Principal Kekaha School.

History is one of the most misrepresented and badly taught subjects in the entire curriculum of the modern school. It has for decades been considered the refuge of the ultra-conservative, and has, in the last decade at least, been the subject of virulent attacks on the part of the ultra-radical. It has been scored as an anachronism. Many would entirely abolish it from the lower branches of education, some would substitute something in its place, a few really love it and would see it improved and re-vitalized. I belong to this last class. History certainly has its place in almost every school curriculum, and a very important place, but the methods used in teaching it need some important readjustments.

That history has been taught in a dry and devitalized fashion even its most ardent devotees cannot deny. In that fact lies most of the cause of attack upon it as a subject. It has been made a literal valley of dry bones, strewn with barren debris of facts and dates and decorated with the broken ideals of children. It has been made a stronghold of the purely memorative side of study in contrast with the more vital inductive phase. It has taught children to "learn by heart" rather than to think for themselves.

Now, being a history enthusiast, it seems to me that the teaching of that subject can be made the exact opposite of all this. Who ever heard of anybody putting up row after row of clothes-pegs, without expecting to have anything to hang on them? Yet that is what many teachers are guilty of doing, when they put their pupils through a maze of dates without anything vital attached to them. Dates are merely the clothes-pegs of history, and are for the sole purpose of hanging things on. They have no value in themselves.

The memorization of isolated facts is no better. What special significance is there in the fact that Columbus discovered the New World in 1492? Is there anything magic in that particular combination of fact and date? Not at all—quite the contrary. The thing that was really significant in the accomplishment of Columbus lay in the fact that for a score of years not only himself, but dozens of other navigators, were intrepidly at work at the process of discovery, and the great Genoese simply formed the first link of paramount success in the chain. Do not stress the greatness of one man to the point of doing injustice to the work of others nearly, if not quite, so great. The Age of Discovery was a world-wide movement of wonderful interest; it was not the work of one man. Provide a background for your history; do not always work in silhouette. If you use the latter process exclusively you will lose richness of tone, and provide a very untrue likeness at times.

Much too strong emphasis is usually laid upon the biographical side of history in teaching elementary students. Teachers are too prone to accept the dictum that the story of a nation is the story of its great men, and to ignore the fact that many lesser but very worthy men helped in the process. It is wrong to teach children that the Revolutionary War was Washington, or that the Civil War was in Lincoln. Yet it is done. I remember a very worthy and very intelligent teacher of many years experience who conscientiously taught her class to memorize the fact that "Washington beat the British and thus won the Revolutionary War!" One is apt to wax facetious at such imbecilic teaching, and is tempted to remark, even at the risk of being unkind to the memory of the first great American, that Washington's exploit quite eclipsed the efforts of Samson when he slew his thousand! Hero-worship is sometimes a good thing, but an admiration for one's country and race as a whole is a much better thing. Show that it was not merely our great men, but the strong, sturdy, honest bulk of our people that helped in our progress.

Casual mention was made above of the fact that bygone teaching of history over-emphasized the memorative side of learning. Defenders of this type of teaching object that children of elementary school age cannot think for themselves, and that therefore recourse must be had to purely memorative work. Granted, to some degree. One cannot expect thinking of university grade of immature children, nor can it be expected that what thinking they can do will be on very independent lines. But stimulate them, start them thinking, even help them to think, and the independent process will come in time. Some memorization will perhaps be necessary, but why not emphasize it in the direction of broad, universal facts instead of drilling on isolated and minor points?

Besides, children have more perception than adults usually give them credit for. Show any child the difference between the treatment of prisoners in mediaeval and in modern times, and he will immediately see the point. More than that, he will furnish you with parallel comparisons. Show him pictures of ancient buildings and monuments and contrast them with modern efforts in that line and he will at once be interested. Contrast modern inventions with the slow methods of ancient times, and every child in your room will wax enthusiastic and importune you with examples. Describe in a really graphic manner the home life of the romantic primitive days and even the girls, who usually "hate" history, will brighten up a bit. It is lots nicer than grammar, and much easier than arithmetic! But try to

(Concluded on page 21.)

RURAL CHILDREN SHOULD BE TAUGHT IN RURAL TERMS AND TOWARD RURAL LIFE.

DIRECTIONS TO NEW TEACHERS

1. Read carefully the School Law and the Rules and Regulations of the Department.
2. Become familiar with Hawaii through such literature as the following:
 - a. Publications of the Hawaii Tourist Bureau.
 - b. Geography of Hawaiian Islands!—Baldwin.
 - c. History of Hawaii.—Alexander.
 - d. Natural History of Hawaii.—Bryan.
 - e. Old Time Hawaiians.—Lawrence.
3. Have personal conferences with your principal, supervising principal and commissioner.
4. Get acquainted with the other teachers in your school.
5. Become sympathetically familiar with the people and industries of your local school community.
6. Take your complaints and grievances promptly and directly to the proper authorities (principal, supervising principal, or commissioner) or write directly to the Superintendent. Don't peddle petty complaints around your local circle; bring them to us **first**.
7. You are a member of a most important department of the Government of Hawaii. You represent the Government of Hawaii and the people of Hawaii. Your position and attitude, therefore, demands dignity, poise, cheerfulness and common sense. Cultivate all four of these prime requisites of successful teaching.
8. Cultivate also sensible clothing, a pleasant voice and manner, optimism and professional pride.
9. Join the local teachers' organizations, clubs, etc., and take an active part in their upbuilding. Every public school teacher should also be a member of the National Education Association.
10. Take a wholesome pride in your school and in its community relationship. Every public school in Hawaii should be and can be a genuine community center. This is a matter of personality, as well as of school organization.
11. If feasible, subscribe for one or more professional journals, such as the "Sierra Educational News", "Elementary School Journal", "School and Society".
12. Read your local newspapers and keep informed concerning local and national affairs of significance.
13. Help in every feasible way to make your school cottage home as attractive and home-like as possible. Take pride in your school home.

THE PROBLEM OF LEISURE TIME

Recreation for Teachers or The Teacher's Leisure Time. By Henry S. Curtis, Ph. D. Pp. XVI + 288, illustrations, 1918. New York, The MacMillan Company. \$1.60. Dedicated to "The Teachers of America for Health, Growth and The Joy of Life."

Percy Mackaye in a book published a few years ago, called "The Civic Theatre, in Relation to the Redemption of Leisure Time. A Book of Suggestions," sums up the situation thus:

"The reorganization of leisure time thus becomes stupendously important—the real goal of all the vast strivings of our momentous age, in which countless millions are battling desperately, often blindly, to emancipate the deepest instinct of humanity—the need for happiness."

Everyone, not only teachers, have **some** leisure time—time outside of their professional requirements, yet how few know how to utilize it for their greatest good. We need only look around us every day and see how this time, which could so wisely be utilized, is squandered in foolish amusements. Recreation does not consist in mere amusement, but in an occupation along the lines of the person's greatest interest, which makes for greater efficiency and yet also a relief from the monotonous grind of the required task.

Dr. Curtis' book is one of inspiration and suggestion, and the purpose has been, in general, so to organize the teacher's leisure time that she may get from it a larger life, more experience, and the opportunity to study and enjoy herself. Recreation should furnish to every man and woman relief from the monotony and strain of work, and give expression to those impulses and desires which have lain dormant in daily life.

"It has been the hope of the author that the recreation point of view will help to give teaching itself something of a play value. It is certain that health is essential to this, and love of children, plus daily recuperation from the labors of the day." The call of joy in one's life work. No person ever did a great piece of work anywhere and found that work drudgery, for it is the joy which we have in our work that leads to success. We should make **play** out of our life's work.

There are five subjective conditions which are essential to the enjoyment of teaching. These are: That the teacher shall have good health; that she shall not work too hard; that she shall be a good disciplinarian; that she shall love knowledge; and that she shall love children.

Finally, contact with external nature is a source of power and recreation. "If the teacher has developed an enthusiasm for the out-of-doors, a love for birds and trees and flowers, for landscapes, for such activities as rowing, bicycling, walking and the playing of games in

(Concluded on page 18.)

TEACHERS!

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Knowing how impossible it is for you to get many articles of merchandise, which you will need during the school term, in the small communities, in which many of you are located, we take this opportunity of offering our assistance.

We carry a complete stock of dry goods and accessories as noted on the margins of this page, giving you a varied and almost unlimited selection.

This stock and our splendid service are placed at your disposal through our Mail Order Department, which will give you the same prompt and careful attention that you would receive were you to shop in person.

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Laces
Embroideries
Trimmings
Ribbons
Notions
Buttons
Trunks
Suit Cases
Sheets
Pillow Cases
Blankets
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Art Work
Yarn
Hemstitching
Pleating

JOIN THE NATIONAL EDUCATION ASSOCIATION.

OFFICIAL SALARY SCHEDULE

I. SUPERVISING PRINCIPALS:

Oahu	\$325
Hawaii	350
Maui	350
Kauai	350

NOTE: Supervising Principals shall pay all auto and traveling expenses from their salaries.

II. SECONDARY SCHOOL PRINCIPALS:

Normal School	\$300
McKinley High	300
Hilo, Maui, Kauai High	275

III. SECONDARY SCHOOL ASSISTANTS:

(1) Teachers in Normal Practice School and in grades of High Schools having upper Grammar Grades:

First Year	\$100
Second Year	105
Third Year	110
Fourth Year	120
Fifth Year and over	130

(2) Teachers in Secondary Schools:

First Year	\$110
Second Year	120
Third Year	130
Fourth Year	140
Fifth Year	150
Sixth Year	160
Seventh Year	170
Eighth Year and over	180

IV. ELEMENTARY SCHOOLS—PRINCIPALS:

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
1 Assistant	\$ 90	\$ 95	\$100	\$105	\$110	\$120	\$130
2 Assistants	95	100	105	110	115	125	135
3 "	100	105	110	115	120	130	140
4 "	110	120	130	140	150	.....	.....
5 "	120	130	140	150	160	.....	.....
6 "	130	140	150	160	170	.....	.....
7 "	140	150	160	170	180	.....	.....
8 "	150	160	170	180	190	.....	.....
9 "	160	170	180	190	200	.....	.....
10 "	170	175	185	195	210	.....	.....
11 "	180	185	190	200	220	.....	.....
12 "	185	195	200	210	230	.....	.....
13 "	190	200	210	220	240	.....	.....
14 "	195	205	215	225	250	.....	.....
15 "	200	210	220	230	260	.....	.....
16 "	205	215	225	235	270	.....	.....
17 " and over	210	220	230	250	275	.....	.....

NOTE: There shall be no reduction in an assistant's salary when he is advanced to a principalship, but he shall be paid a salary one point next above that which he would receive in the former position. A principal promoted to a larger school shall, in case his previous salary be larger than the initial salary of the larger school, be paid a salary one point next above that which he would receive in the former position, and he shall be given credit in the larger school up to the point so indicated by the salary.

CHARACTER-BUILDING IS AN ESSENTIAL PROCESS IN REAL EDUCATION.

V. ELEMENTARY SCHOOLS—ASSISTANTS:**(A) Grammar Grade Certificates and Normal Diplomas:**

First Year	\$ 85
Second Year	90
Third Year	95
Fourth Year	100
Fifth Year	105
Sixth Year	110
Seventh Year	115
Eighth Year and after	125

(B) Primary Grade Certificates (Normal School Certificates):

First Year	\$ 75.00
Second Year	80.00
Third Year	85.00
Fourth Year	85.00
Fifth Year	87.50
Sixth Year	90.00
Seventh Year	92.50
Eighth Year	95.00
Ninth Year	100.00
Tenth Year and after	105.00

NOTE: Holders of a Primary Grade Certificate, upon obtaining a Grammar Grade Certificate, shall be paid a salary one point next above that which he would receive under the former schedule.

The maximum salary for holders of a Normal School Certificate issued after June 30, 1919, will be \$85.00.

The maximum salary for holders of a Primary Grade Certificate issued after August 31, 1919, will be \$85.00. Those teachers at present in the service, who have held Primary Grade Certificates ten years or more, and who have, on June 30, 1919, completed ten years of satisfactory teaching, shall receive the maximum salary of the Grammar Grade Certificate.

(C) Uncertificated teachers	\$ 55
Permits: First Year	60
Second Year	65

VAUGHAN MACCAUGHEY,
Superintendent.

Approved this 9th day of August, 1919.

C. J. McCARTHY,
Governor of Hawaii.

HELP IN ARITHMETIC

Model Lessons in Arithmetic, Grades I-VIII, is a collection of lessons originally written for the pupil teachers of the Normal School, to aid them in their teaching in the grades; but it also furnishes ready material which a busy teacher will find helpful and time-saving when preparing her daily work. Each lesson is developed by means of questions by the teacher and answers by the pupils.

Any arithmetic text tells **what** to teach, but this book deals with a teacher's greatest difficulty—**how to present** the subject matter to the pupils. This book does not pretend to give the **only** way of presenting the lessons,

or a way of presenting every lesson necessary to be taught, but it does give a sufficient number of models to outline a clear way of teaching the most important lessons which must be taught in the eight grades.

Several letters have been written by outside teachers who have happened to see the book, saying that they have found it helpful, and suggesting that some information in regard to it be given in the Educational Review.

Copies of the book can be obtained from Miss M. I. Ziegler, 2065 Lanihuli Drive, or from Miss H. G. Pratt, 1428 Victoria St. The price is one dollar and the postage for Oahu, Maui, Kauai and Molokai is five cents, and for Hawaii, six cents. Money for the book and postage should accompany each order.

THE ATMOSPHERE OF THE SCHOOL ROOM IS A CRITERION OF THE TEACHER.

The Public Schools of Hawaii

(Concluded from page 9.)

final passing; the promotion of pupils was placed where it properly belongs, in the hands of the teacher and the principal; the pupil's confidence in the teacher was undisturbed, and, above all, the eighth grade pupils were informed of their standing before the close of the school year, and thus were able to receive their diplomas of graduation from the elementary school, a most important event in their lives.

The last day of school was given up to programs of music, recitations, plays and the awarding of diplomas to which parents and friends had been invited, thus making the period of promotion one of joy and satisfaction to pupils, parents and friends.

The statistical section of this report will be transmitted to you within a few days, upon the completion of our tabulations.

In conclusion, permit me to again call your attention to the remarkable nature of Hawaii's educational problems and background. There is no other place in the world where our conditions prevail. We are daily challenged by problems of vast significance. Our responsibilities are heavy, but the issues are momentous. Is the American idea—the American home—and American democracy—to permeate the Pacific?

Very respectfully submitted,

VAUGHAN MACCAUGHEY,
Superintendent.

To the readers of the Educational Review



S that are causing any trouble, are a drawback to success.

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TABLE No. IV.

NUMBER OF PUPILS IN PUBLIC SCHOOLS BY ISLANDS ACCORDING TO COURSE OF STUDY,
JUNE 30, 1919.

	Hawaii	Maui	Molokai	Oahu	Kauai	Totals
Grade 1	3,727	2,101	74	4,685	1,880	12,467
Grade 2	1,806	919	50	2,679	677	6,131
Grade 3	1,431	717	44	2,419	698	5,309
Grade 4	1,094	518	39	1,864	508	4,023
Grade 5	619	353	22	1,396	356	2,746
Grade 6	450	254	4	1,024	304	2,036
Grade 7	272	110	5	776	250	1,413
Grade 8	170	100	.....	577	111	958
High Schools	164	40	.....	444	.....	648
Normal School	317	317
Defectives	54	54
Totals	9,733	5,112	238	16,235	4,784	36,102

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TAKE PRIDE IN HAWAII'S BASIC INDUSTRIES.

Hawaii Educational Review

Published by the Department of Public Instruction.
Office of publication, Honolulu Star-Bulletin.

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Superintendent of Public Instruction.

T. H. GIBSON,
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WE MUST PAY FOR THE WAR

YOU are urgently requested to use **strict economy** in all supplies and materials furnished by the Department.

We must pay for the war—prices are soaring—and we are responsible for **hard-earned** taxpayers' money.

The little things count—please be **thrifty** with chalk, paper, pencils and the other little things.

Thriftness is a patriotic duty — wastefulness is a wrong against our Territory. Please help in **every feasible way** to save money for the taxpayers of Hawaii. We are all working together for Hawaii's boys and girls.

Progress in Hawaii's Public Schools

An Itemized Statement of Recent Noteworthy Advances.
September, 1919.

1. **New school plants** (in plan or progress) for McKinley High School, Maui High School, Hilo High School, Lihue, Ewa, Waialua, etc., with adequate room, permanent construction and modern equipment.

2. **The new salary schedule** provides substantial increases. Compares favorably with mainland schedules.

3. Marked improvements in work and programs of the seven **Supervising Principals**. Emphasis on constructive supervision.

4. Obsolete "Inspector General" abolished. A modern position, "**Deputy Superintendent**," created.

5. Notable improvements in organization and administration of the department office.

6. **Departmental Conferences** inaugurated, on important school matters, at which principals, teachers, and others, confer together and with the department.

7. Creation of an adequate **Territorial Trade School**, (free and open to boys throughout the Territory).

8. A comprehensive program of **Industrial Education and Home Making** (shop, kitchen, garden, hand-work), developed throughout the upper grades and high schools. Full time instructors.

9. **Additional rooms provided**, so that public school classes shall not be compelled to meet in Japanese Buddhist language school buildings.

10. **Security of Tenure of the teacher** augmented by legislative abolition of the "contract system."

11. **Hearty Cooperation**, in every feasible way, with the programs of such organizations as the United States Boys' Working Reserve; Boy Scouts; Girl Scouts; Y. M. C. A.; Y. W. C. A.; Territorial Fair; Child Welfare organizations; Territorial Board of Health, etc.

12. Four **free public Kindergartens** established under the Department, and local committees, as a recognized part of the public school system.

13. Noteworthy improvement in **Grading, Examining and Promoting Pupils**, and in issuing of Certificates and Diplomas.

14. Marked improvements in the standards and conduct of **Examinations for Teachers' Certificates**.

15. Radical changes in the **Summer School** plan, and the remarkable session this year at Kilauea Camp.

16. Reorganization and raising of standards in **Normal School Courses**.

17. Fostering of **Teachers' Associations and Clubs**, for the improvement of the profession and the schools.

18. Collection of material for **Revisions in the Course of Study**, to be formulated and published following the Federal School Survey.

19. Enlargement and improvement of the "**Hawaii Educational Review**," an educational magazine that is read by every public school teacher.

20. **Vigorous emphasis** upon the principles of the United States Government, practical civics, American history and Americanization.

21. **Music** given larger recognition. Expert supervision of music placed on Territorial basis.

22. Full time **Athletic Director** for McKinley High School, also serving as director of public school athletics for Honolulu.

23. **Federal School Survey**, to take place during the fall of 1919.

24. Encouragement of the spirit of **democracy and comradeship** throughout the schools.

25. **Equipment of the teachers' cottages** with suitable furniture; thus relieving teachers of the necessity of purchasing furniture.

HAWAII'S CHILDREN SHOULD KNOW AND APPRECIATE THE TRADITIONS, HISTORY AND CIVIC LIFE OF HAWAII.

THE PROBLEM OF LEISURE TIME.

(Concluded from page 13.)

the open, it seems likely that her attitude will lead the children also to love these things. They will also choose to go back to nature when they have an opportunity rather than to spend their time loafing on the street corners or attending picture shows. This is the fundamental cure for the congestion of our cities and the nerve strain and social problems which this involves."

The problem of leisure time is thus the greatest problem of our times. Knowing how any one utilizes the time outside of the hours devoted to earning a living, the character and worth of that person to the community can be estimated, and their efficiency in the routine of their professional duties. This is all bound up with the individual's innate or acquired direct interests.

FORDYCE GRINNELL, JR.,
Hilo High School.

TABLE No. V.

COMPARATIVE TABLE BY RACIAL DESCENT OF PUPILS ATTENDING ALL SCHOOLS IN THE TERRITORY, JUNE 30, 1919.

Race	Public	Private	Totals
Hawaiian	3,177	623	3,800
Part Hawaiian	3,940	1,421	5,361
American	898	1,057	1,955
British	97	65	162
German	118	40	158
Portuguese	5,073	1,261	6,334
Japanese	16,295	1,251	17,546
Chinese	3,465	1,026	4,491
Porto Rican	1,075	64	1,139
Korean	446	174	620
Spanish	470	43	513
Russian	81	35	116
Filipino	836	67	903
Other Foreigners	131	42	173
Totals	36,102	7,169	43,271

TABLE No. VII.

PERCENTAGE OF ENROLLMENT BY DESCENT, JUNE 30, 1919.

DESCENT	Percentage of Enrollment all Schools June 30, 1919			Percentage of Enroll- ment Public Schools	Increase Public Schools		Decrease Public Schools	
	Public	Private	All		Number	Per cent	Number	Per cent
Hawaiian	7.34	1.44	8.78	8.80	.....	.....	39	27.66
Part Hawaiian	9.11	3.29	12.40	10.91	135	7.11	.....	.....
American	2.08	2.44	4.52	2.49	49	2.58	.....	.....
British .....	.22	.15	.37	.27	.....	.....	11	7.80
German .....	.27	.09	.36	.33	.....	.....	8	5.68
Portuguese	11.72	2.92	14.64	14.05	72	3.79	.....	.....
Japanese	37.66	2.89	40.55	45.14	1,194	62.84	.....	.....
Chinese	8.01	2.37	10.38	9.59	160	8.42	.....	.....
Porto Rican	2.49	.14	2.63	2.98	43	2.26	.....	.....
Korean	1.03	.40	1.43	1.24	37	1.95	.....	.....
Spanish	1.09	.09	1.18	1.30	.....	.....	19	13.48
Russian .....	.19	.08	.27	.22	.....	.....	44	31.20
Filipino	1.93	.16	2.09	2.32	210	11.05	.....	.....
Other Foreigners .....	.31	.09	.40	.36	.....	.....	20	14.18
Totals	83.45	16.55	100.00	100.00	1,900	100.00	140	100.00

TRAINING IN AMERICAN HOME-MAKING IS IMPERATIVE IN HAWAII.

LIBRARY OF HAWAII NOTES.

No school should lack suitable reading matter, while the Library of Hawaii will supply libraries free of charge. These school libraries may be had on application to the Islands Department. Additional adult reading may be included with the children's books. Application cards and a pamphlet giving full information will be sent on request.

A library on pedagogy has been selected for the use of teachers. It contains the following books and may be loaned for six weeks.

Carney—Country life and the country school.

Dean—Our schools in war time and after.

Kendall—How to teach the special subjects.

Kirkpatrick—Rural schools from within.

Pearson—Vitalized school.

Rapeer and others—Teaching elementary school subjects.

Books treating of story telling methods, with stories suitable for children of given grades will be sent on request. Apply to Islands Department, Library of Hawaii, Honolulu, T. H.

TABLE No. IX.

PUBLIC SCHOOLS, TEACHERS AND PUPILS BY ISLANDS AND DISTRICTS, JUNE 30, 1919.

Districts Islands and	Schools	Male	Teachers Female	Total	Male	Pupils Female	Total
HAWAII:							
Hilo Town	6	3	56	59	1,097	959	2,056
Hilo	12	16	54	70	1,266	1,115	2,381
Puna	10	2	24	26	528	490	1,018
Kau	5	2	15	17	257	252	509
Kona	12	11	27	38	697	634	1,331
Kohala	9	4	27	31	571	536	1,107
Hamakua	8	10	29	39	676	655	1,331
Totals	62	48	232	280	5,092	4,641	9,733
MAUI:							
Lahaina	6	10	26	36	532	483	1,015
Wailuku	10	3	45	48	918	808	1,726
Makawao	13	12	50	62	963	906	1,869
Hana	7	3	11	14	256	246	502
Totals	36	28	132	160	2,669	2,443	5,112
MOLOKAI	8	5	4	9	116	122	238
OAHU:							
Honolulu	22	21	326	347	5,909	5,667	11,576
Ewa	5	3	50	53	1,130	933	2,063
Waianae	1	1	5	6	121	83	204
Waialua	5	2	34	36	739	567	1,306
Koolau	7	8	22	30	646	440	1,086
Totals	40	35	437	472	8,545	7,690	16,235
KAUAI:							
Hanalei	4	1	13	14	231	221	452
Kawaihau	3	1	19	20	356	330	686
Lihue	5	3	36	39	636	523	1,159
Koloa	4	4	32	36	713	599	1,312
Waimea	5	1	32	33	630	545	1,175
Totals	21	10	132	142	2,561	2,218	4,784

SEND US CONSTRUCTIVE SUGGESTIONS FOR SCHOOL IMPROVEMENT.

TO TEACH CHILDREN THROUGH STORY HOUR

A story hour for children, in connection with the community center activities in Albany, N. Y., will be held at School 3 every Saturday morning. It is expected that they will be especially useful in their Americanizing influences, so many of the children being of foreign parentage, and it is planned to increase their love of country by means of patriotic stories, and incidentally improve their use of the English language.

TRAINING TEACHERS IN ADULT INSTRUCTION

West Virginia University at Morgantown is proposing a teachers' training course in adult immigrant instruction in connection with its summer schools beginning

June 23. Two schools, each of six weeks' duration, are conducted.

Prof. J. N. Deahl of the department of education of the university, has announced that the university, through the extension department headed by Prof. L. B. Hill, hopes to do its share in Americanization work. Prof. Deahl has asked for assistance from the Americanization Division in supplying the first summer school faculty with an experienced Americanization instructor of teachers. He hopes to be able to carry this instruction throughout the full six weeks, usually attended by about 500 public school teachers, but will make the Americanization course shorter if it is impossible to obtain the type of instructor desired for the whole term.

TABLE No. XII.

AVERAGE ENROLLMENT AND PERCENTAGE OF ATTENDANCE, JUNE 30, 1919.

DISTRICTS	Average Daily Enrollment	Average Daily Attendance	Percentage of Attendance
Average for Territory	34,951	32,855	94.01
Hilo Town	2,058	1,902	92.42
Hilo	2,352	2,213	94.09
Puna	1,005	943	93.83
Kau	505	483	95.64
Kona	1,307	1,264	96.71
Kohala	1,089	1,017	93.39
Hamakua	1,297	1,199	92.44
Average for Hawaii	9,613	9,021	93.84
Lahaina	1,013	939	92.69
Wailuku	1,695	1,573	92.80
Makawao	1,752	1,576	89.95
Hana	494	466	94.33
Molokai	235	219	93.19
Average for Maui	5,189	4,773	91.98
Honolulu	10,910	10,436	95.66
Ewa	2,056	1,893	92.07
Waianae	206	200	97.09
Waialua	1,244	1,112	89.39
Koolau	1,079	995	92.22
Average for Oahu	15,495	14,636	94.51
Hanalei	454	431	94.93
Kawaihau	676	628	92.90
Lihue	1,105	1,058	95.75
Koloa	1,288	1,227	95.26
Waimea	1,131	1,081	95.58
Average for Kauai	4,654	4,425	95.08

NOTE: See December, 1918, printed report for Tables III, VI, VIII, X, XIII, XIV.

TO AMERICANIZE HAWAII WE TEACHERS MUST BE LOYAL AMERICANS.

History in the Elementary School

(Concluded from page 12.)

treat history by the encyclopaedic method, serve out to them hash and rehash of dates and names, and you will be greeted by an atmosphere of polite boredom, perfectly delicious in its unaffectedness and sincerity. Who can blame the children—does not every one have a dim recollection of the “history,” so-called, of his own school days, when it was either know the day, month and year when Scipio was born or take the consequences?

In conclusion, let me say that I have no well-rounded system of psychology to offer, no special thesis to make. This is a plea, pure and simple. Make your history teaching a real, living thing to your pupils. Do not put history in the limbo of dead things by draining its life blood, and leaving it a bare skeleton of outlines, dates and names. Teach your own way, for you will probably do best by following your own path. Whatever “method” you follow, however, I hold that there are two essentials without which even your best intentions will be vain. Those two essentials are **story value** and **vitality**. To put it another way, make the story of history **interesting** and make it **live**.

Above all, be proud of history, and communicate that pride in every way possible. History is a record of the most tremendous and gratifying progress on the part of

mankind in general (and, as we like to believe, of America in particular) and nothing more vital than a recognition of that fact can come to children training for future participation in the civilization that history has made. Taught from this standpoint, history is one of the most valuable subjects in the curriculum, for it strikes at the very roots of nationality, of world outlook, of human progress. It draws the most valuable lessons from the book of the past, and offers a brighter outlook for the future. Believe in it, teach it with that belief in mind, and it will come back a hundred-fold in future days.

FRIENDLINESS NECESSARY.

A few days ago a mass meeting was held at Flint, Mich., which constituted the first step in taking up American citizenship by the entire foreign-born group residing there, consisting of 16,000 persons. During the meeting a Frenchman praised America, but said that he felt himself forced to criticize the American population, which, he said, does not often seem to realize that the timidity and reserve of foreigners arises from the fact that they do not feel encouraged to come into contact with the Americans themselves. A friendly word causes great effect. If this were understood in all the industrial places immense advantage would be derived by the co-operation to mutual benefit.

The Tarr and McMurry Geographies

Are the only school geographies whose method of approach is uniformly the **PROBLEM METHOD**;

Are the only school geographies which offer the pupils a clear marginal outline and follow this analysis consistently;

Are the only school geographies which stimulate self-activity by the type of questions sanctioned by the principles of modern pedagogy;

Are the only school geographies that contain adequate industrial review chapters;

Are the only school geographies that combine 1919 content with present-day educational ideals;

Are the only school geographies in exclusive use in over fifty per cent of the state adoption states.

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THE PRIMARY GRADES ARE JUST AS IMPORTANT AS THE UPPER GRADES: IN TERMS

SCHOOL GARDENING IN KAHUKU SCHOOL.

By John A. Perreida, formerly principal Kahuku School, now Industrial Supervisor, Oahu.

Gardening at Kahuku School was begun in September, 1915, just a few months before the Star-Bulletin revived the School Garden Contest that it had inaugurated and discontinued a few years previously. We started with an area of 2000 sq. ft. and when the School Garden Contest was revived we increased our garden area by 3000 sq. ft. for which a rental of \$3.00 was paid. This little investment was handsomely repaid by our securing the first prize of \$25.00 offered by Mr. Atherton and the Star-Bulletin and a profit of \$15.25 from the sales of our vegetables. In 1917-18, at the end of the second Garden Contest, we again managed to come out on top both in the School and Home Gardens, thus repeating the record of the previous year. 1918-19 found our School and Home Gardens larger and better managed than ever and also containing a greater variety of vegetables.

School gardening received its impetus during the world war and attained its height when our country was in the midst of her preparations to defeat autocracy and make the world safe for democracy. War gardens sprung up everywhere and our children, conscious of

their duty to their country, rallied to her support by doing their bit in tilling the soil. Patriotic teachers instilled their pupils with patriotism. They taught them the meaning of the slogan—"Food Will Win the War." With this uppermost in their little minds, the production of food crops was carried on more vigorously than ever. Our school farmers in Hawaii not only put their shoulders to the wheel, but also voiced their patriotic feelings that had been aroused, in letters couched in patriotic sentiments to the Star-Bulletin which in turn printed them in its columns.

Gardening besides being a patriotic duty to our pupils at this time, is also beneficial and educational. It affords them healthful exercise and keeps their minds occupied instead of walking the streets and planning mischief. **It is educational** because it is in their gardens that their business career has its inception. They figure the cost of the seeds and their time. Also the time when the different crops mature and the next crops that should be put in. In marketing the crops they find whether a profit or loss exists. If the garden is conducted properly and favorable weather conditions prevail, **it is profitable**. To support the above, I cite the following:

Last year, during the time of the Garden Contest, a

*Here's one article
of school equipment which
hasn't advanced in price!*

WEBSTER'S NEW INTERNATIONAL DICTIONARY

Buff Buckram Binding

A given amount of money purchases far less than it did four years ago; still, you may buy for your school or for your personal use this "Supreme Authority," containing hundreds of the *New Words*, including war terms (a better book than in 1914) at no increase in price.

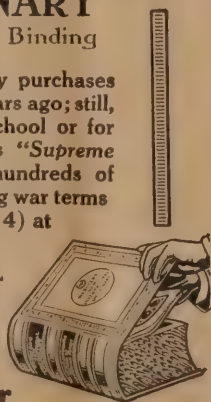
The NEW INTERNATIONAL is as necessary in the school room and in the teacher's library as a clock is in the home.

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These goods are absolutely "Honolulu-made", are superb specimens of Hawaiian craftsmanship and possess a sovereign value that cannot be found in foreign manufactured or imported goods.

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Dawkins-Benny Co.

Successors to H. Culman
1112 Fort Street.

OF AMERICANISM THEY ARE OF TREMENDOUS SIGNIFICANCE.

little outlay for seeds and fertilizer coupled with a lot of ambition and perseverance, netted us a good sum of money. We paid our first instalment of \$50.00 on a second-hand piano and about \$30.00 worth of ice-cream went to the children. About \$12.00 was left in the treasury for carrying on the work last year. Between the opening of the contest last January 6th and May 6th, we sold \$75.00 worth of vegetables. From that we have paid \$30.00, the balance we owe on the piano and have now a neat little balance in the treasury. If anyone were to see our gardens at this time, he would be surprised to see what we still have in them.

Now that the war is over, the children should still be taught to realize that their duty is not yet over. Food products must still be raised to relieve the food situation and to help lessen the high cost of living. As a result of this the children in my school doubled their garden acreage last year and have come to realize that they are of some service to the community.

In some of the schools of Hawaii, great progress has been achieved in gardening without the aid of regular industrial instructors. The Superintendent of Public

Instruction asked our territorial legislature for sufficient funds with which to carry on this work more extensively along progressive lines.

DOES EDUCATION PAY?

"Does It Pay?" is the title of a little pamphlet issued by the Department of Education of Tennessee, which proves by statistics that education is a paying investment, even from the standpoint of dollars and cents. The author of the pamphlet compares the states of the union, citing statistics to show that the earning capacity of the inhabitant is large in proportion to the amount the state spends for education. As an example, in comparison between Massachusetts and South Carolina the returns upon investment in education are brought out in a convincing manner. Massachusetts gives her citizens 7.4 years schooling, and spent last year \$26 a pupil, or a total of \$16,013,000. South Carolina gives 3.18 years schooling, and spent last year \$1,678,000 on education, or \$6.95 a pupil. The Massachusetts citizen produced \$466 a year, while the South Carolina citizen produced only \$171 a year.—Houston Post.

New Books

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SYNOPSIS OF ENGLISH SOUNDS.

This book has been prepared with the view of helping the children of the public schools to master the difficulties of English Speech. It is to be used as a manual to which the pupils can be referred for practise of difficult sounds; as a help to teachers not familiar with the usual difficulties of speech; and as a practical hand-book in which children may collect and classify their troublesome sounds in order to practise them with the type columns.

The criticisms are based on errors which have been collected from the Public Schools of Hawaii and it is believed that the chief difficulties of the speech problem have been discussed.

All simple vowel and consonant sounds are represented as well as certain combinations of sounds.

Diacritical marks have been omitted for clearness, and in their stead simple words containing the sounds in question have been used for illustration.

Examples of various ways of spelling the same sound have been given, for the children must realize that sound and spelling often have little relation, and unless this is realized, the spelling will be misleading at times.

Sound work should underlie all class room English, and it is with this in mind that this book has been is-

sued. Teachers feel the need of a manual to which they can refer pupils after having corrected errors, and this book aims to fill this need and to further the work of the teacher.

The book may be obtained for thirty cents a copy from Olive M. Day, P. O. Box 678.

THE GERMAN SCHOOLS

A recent volume, entitled "The German Myth," reveals the manner in which the public schools were used to debase the people.

In the last chapter of the book Mr. Myers treats of "Teaching of Mental and Social Servitude." He shows the intimate relation between the school system of Germany and the industrial habits of the people. "The foundation for militarism is laid in the public schools;" "militarism has been the outward tool, but the real agency has been the school system." "In America public schools were established on the theory that a commonwealth could not exist without an intelligent, discerning, self-reliant citizenship," but in Germany the idea of the common school was to be a school for the common people where in the first place the children of the common people were taught to remain content in the station of

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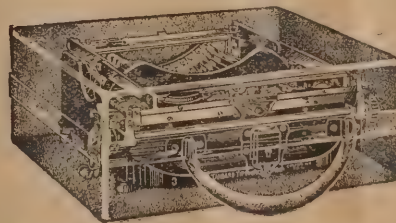
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life in which they were born; secondly, the children were taught from six years absolute obedience to authority; and, in the third place, their minds were filled with what was called the "historical motive." The child was to remember that he was a German, that Germany was the chosen of all nations, and that the Hohenzollerns were the divinely appointed administrators of Germany.

ADLER DISCUSSES AMERICANIZATION.

Four prime factors in solving the problem of Americanization, Dr. Felix Adler told the Society for Ethical Culture, were the teaching of the English language, teaching and learning respect for the laws, applying the learning by doing, and, lastly, loving America and its ideals. Discussing the first factor, Dr. Adler called attention to illiteracy among the most indigenous of America's population. He suggested the public schools might do much by emphasizing the importance of the native tongue. Much could be accomplished in the matter of obedience to law, he said, if the people could learn that this country was governed soundly, for the most part, by the rule of the majority. Dr. Adler called attention to examples of lawlessness sometimes set by Americans themselves in labor troubles, and turned to advice on

citizenship, suggesting that the individual train himself gradually, first measuring up to his neighborhood duties and progressing to an understanding of national problems.

WOMEN'S WORK FOR FOREIGN-BORN.

The Americanization of thousands of foreign born in St. Louis has been undertaken by the women's council, an organization that should not be confused with the Women's Council of Defense. The work of organizing the effort is under the direction of Bagdasar K. Baghdigian, an Armenian by birth.

"It has been the practice in this country," says Mr. Baghdigian, "to make a citizen of the alien by process of law and allow the saloon to Americanize him. By Americanization we mean the process of the assimilation of the ideas of liberty, freedom, democracy and fraternity. This process recognizes no caste and no creed. It encroaches on no one's free will, except on the will of the self-seeker. It stimulates human progress and makes the brotherhood of man possible."

Americanism in the Homes

Sixty-five clubs with approximately 2000 members make up the St. Louis Women's Council. The organi-

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THE SCHOOL SHOP STANDS FOR CREATIVE INDUSTRY.

zation has decided that there can be no work more valuable than to bring Americanization into the lives and the homes of the foreign born. The scheme that is being used is unique so far as is known to sociologists here, who claim that it is the first comprehensive, logical and humanistic effort that has been made in the country to reach the foreign born and transform him

from the Jew, the Slav, the Croat, the German, or the Italian, as the case may be, into the American.

"I believe," said Director Baghdigian, "that when we create a wholesome understanding between the American and the alien we have overcome one of the biggest of the many obstacles which stand in the way of Americanization."

JAPANESE LANGUAGE SCHOOLS IN HAWAII, 1919, FROM AN OFFICIAL STATEMENT

	Belonging to Honolulu	Oahu	Maui	Hawaii	Kauai	Molokai	Total
Hongwanji	2	10	4	8	5	....	29
Jodo	1	2	1	....	11	....	15
Independent	8	13	18	35	17	1	92
Total	11	25	23	43	33	1	136
Male Students	1,906	1,338	1,105	2,284	955	10	7,597
Female Students	1,628	1,174	1,080	2,142	798	5	6,828
Total	3,534	2,374	2,185	4,426	1,753	15	14,425
Male Teachers	33	37	33	62	22	1	188
Female Teachers	32	26	34	57	14	....	163
Total	65	63	67	119	36	1	351
Receipts	\$25,249	\$20,077	\$28,387	\$43,524	\$14,332	\$679	\$132,251
Expenses	23,944	19,917	25,681	40,681	12,992	744	123,962

Note: The number of schools which belong to the "Independent" does not mean no religious relationship. In fact, at least one-fourth of them are under the control of the Hongwanji Mission.

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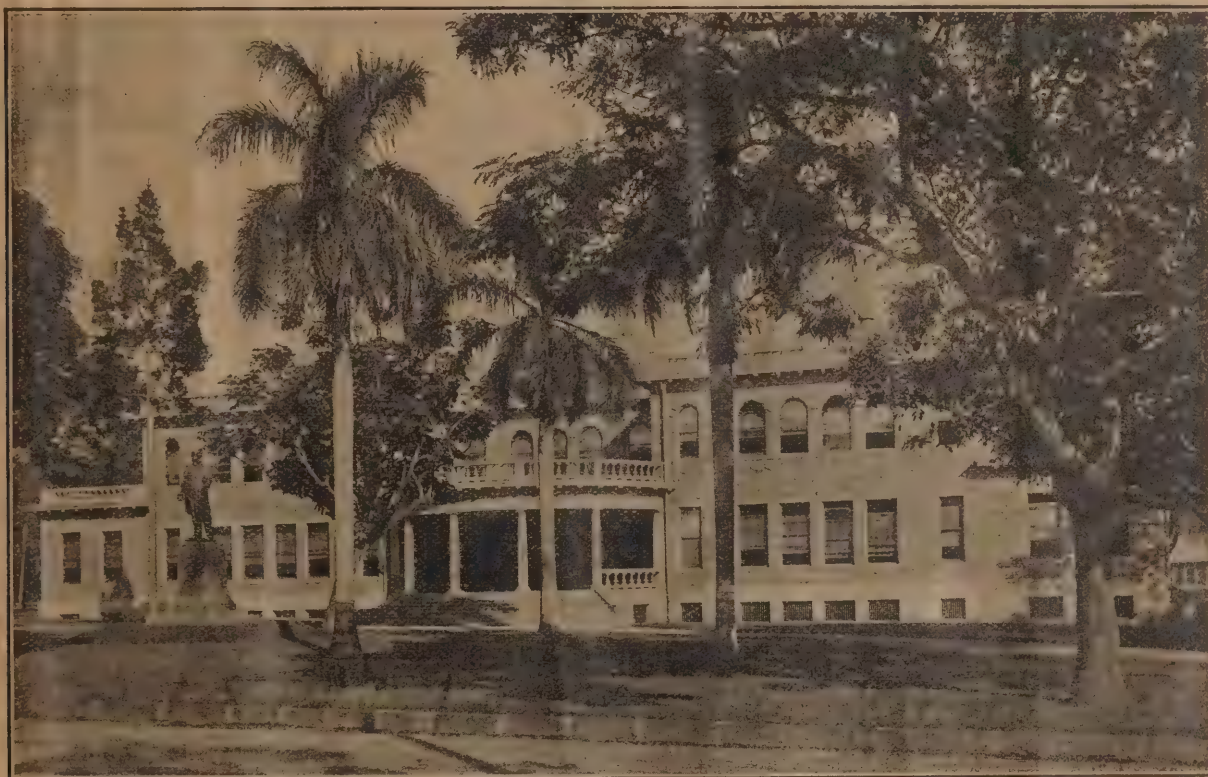


The new industrial program aims to train Hawaii's children as successful hand-crafters. This picture shows a group of shop teachers.



Mal-nutrition is common in Hawaii. Hot school lunches help to remedy the situation, but the real problem is a HOME PROBLEM.

McKINLEY HIGH SCHOOL



The present school year promises to be one of great advance in the public high schools throughout Hawaii. Large increases in enrollment are expected in every high school.

The new director of athletics at the McKinley High School will give full time to the program of physical education and will direct this work throughout Honolulu.

Much attention will be given to athletics, recreation and playground exercises, both for boys and for girls, in all of the high schools.

New school plants with enlarged grounds and commodious buildings are planned for the McKinley High School, the Maui High School and the Hilo High School.

At the McKinley High School, Professor M. M. Scott, Honorary Principal Emeritus, will give a course in Economics and Civics.

The public high schools of Hawaii are of supreme importance in making Hawaii truly democratic and genuinely American.

GRAMMAR IN RHYME.

Three little words you often see
 Are articles *a, an, and the*.
 A noun is the name of anything,
 As *school* or *garden, hoop* or *swing*.
 Adjectives show the kind of noun,
 As *great, small, pretty, white* or *brown*.
 Instead of nouns the pronouns stand;
Her head, *his* face, *your* arm, *my* hand.
 Verbs tell of something to be done;
 To *read, count, jump* or *run*.
 How things are done, the adverbs tell,
 As *slowly, quickly, ill* or *well*.
 Conjunctions join the words together,
 As men *and* women, wind *or* weather.
 The preposition stands before
 A noun, as *in* or *through* the door.
 The interjection shows surprise,
 As *oh!* how pretty! *ah!* how wise!
 The whole are called nine parts of speech,
 Which reading, writing, speaking teach.

—Contributed by CHAS. F. MERRILL.

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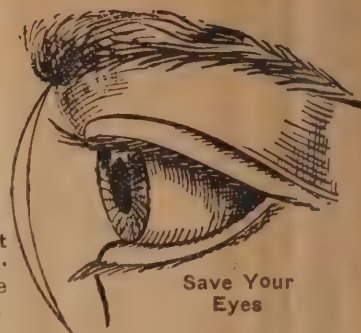
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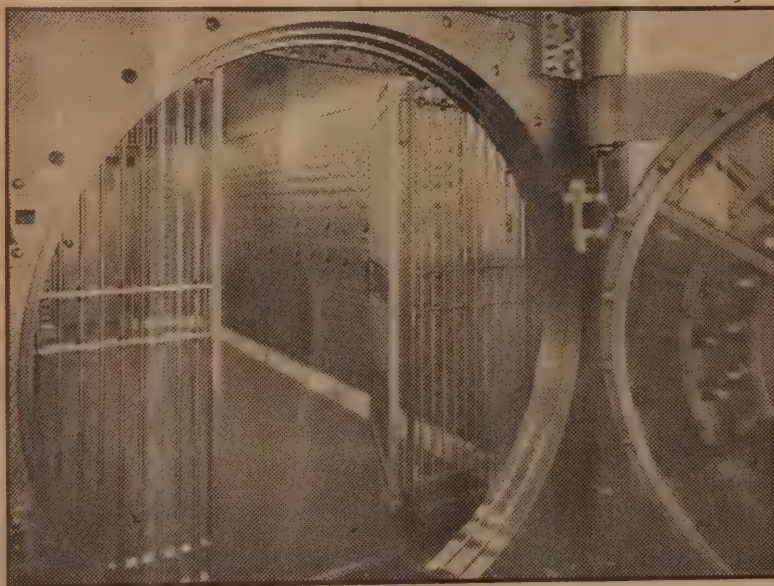
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THE SCHOOL-CAMP IS FOR CAMPERS AND NATURE-LOVERS.

History and Purpose of the School

The Territorial Summer School has been maintained for many years by legislative appropriation, for the benefit of teachers in the public school service.

Its prime function is the improvement of Hawaii's schools by giving the teachers opportunity to avail themselves of wide subject matter, the best pedagogical methods, and the most inspiring ideals of educational service.

The Territorial Summer School is not organized for the purpose of enabling unqualified persons to hastily endeavor to prepare themselves for teaching. It aims to improve and dignify the teaching profession, through enriched subject matter, practical technique, and an exalted vision of the scope and significance of public instruction.

Location.

The 1919 Summer School will be located at Kilauea Camp, near the Volcano Kilauea, on Hawaii. In 1920 the School will probably meet on Maui, and in 1921, on Kauai.

The School will be an integral part of the Camp, and will be administered under joint regulations with the Camp. All members of the School will be under the jurisdiction of the Camp.

The Camp will be housed in substantial and commodious buildings, (known as the "Kilauea Military Camp") and originally built for Army use by public-spirited Hawaii and Honolulu citizens. The Camp buildings are under a Board of Trustees.

Many teachers, at the close of the School year, feel an imperative need for climatic change and nervous recuperation. In response to this need, and because of the serious shortage of passenger accommodations to the Coast, the School-Camp combination has been evolved.

The climate at Kilauea is notably cool and bracing, and is a most delightful change from sea-level conditions.

The combination of Summer School and Summer Camp is unique in Hawaii and has already aroused a great deal of interest and enthusiastic response. There is every reason to believe that this plan will be successful, and will be perpetuated in following years.

This combination offers remarkable opportunities for serious study and self-improvement, for physical up-building and recreation, and for the fine spiritual uplift that comes with the Camp-comradeship of congenial folk. The teachers who attend this School Camp should

return to their fall term refreshed, inspired, and invigorated.

Island of Hawaii.

Hawaii, the island which gives the name to the Hawaiian group, contains 4,015 square miles, or twice the area of all the other islands combined, and has a population of about 60,000.

Hawaii, from the tourist point of view, is by far the most impressive to visit, and contains enough unique attractions to make a lengthy stay memorably replete with interest.

Hawaii contains the active crater of Kilauea, the largest and most easily accessible active volcano in the world. It has the highest snow-capped mountains in the Pacific, and possesses endless allurements of scenic and historical interest, such as the wonderful ditch trails, the fertile sugar districts, typical Hawaiian scenery and native life, old and new lava flows, stalactite and stalagmite caverns, lava tree-molds and tubes, hundreds of beautiful water-falls, historic caves of refuge and many ancient "heiaus" or temples of early worship.

Its magnificent tropical forests of tree-ferns and giant hardwoods, its thermal lakes and springs, its many steaming and dead craters, its remarkably luxuriant foliage and strange bird life, combine with its perfect automobile and railroad facilities to make Hawaii the mecca and delight of every visitor. The people are very hospitable; English is everywhere understood and good hotel and boarding-house accommodation is always available.

Hilo, the principal town and seaport on Hawaii, has a population of about 10,000 and is rapidly increasing in commercial importance. It is beautifully situated on a deep bay, and has the largest harbor in the islands. The completion of the \$2,000,000 Government breakwater, now building, will give to Hilo a perfectly sheltered deepwater port of splendid dimensions. Steamers make direct connections between Hilo and Honolulu, San Francisco, Los Angeles, Japan, South America and Mexico, while the opening of the Panama Canal places it on the direct Pacific route.

Hilo is an interesting town, containing many important mercantile and public buildings, a first-class residential banks, catering especially to visitors, good boarding and rooming houses, large stores, several banks, a fine public Library and a unique seaside park.

No greater mistake can be made by visitors than to go direct from the port to the volcano. Hilo and its immediate vicinity abound with interests which should

THE MOUNTAINS ARE NOBLE TONIC FOR TIRED NERVES.

not be neglected, and to see them all in less than three days, would be impossible.

Accommodation is good and moderately priced; all the local sights can be easily visited by auto, rail, on foot or horseback, and visitors are reminded that the Hawaii Publicity Commission (whose headquarters is in Hilo) exists not only to extend a cordial welcome to strangers, but to ensure that everything is done to complete their comfort and facilitate their sightseeing.

Physical Characteristics.

Hawaii consists of four great volcanic peaks, the group, and may be said to be an island yet in the making. It is the only island in the group containing still active volcanoes, and differs most markedly from the other islands.

Hamaii consists of four great volcanic peaks, the higher elevations of the island being composed mostly of ancient lava flows, either quite barren or supporting scanty vegetation. Lower down, the soil has formed to a considerable depth from erosion and organic accumulation, and here will be found the dense tropical forests which are so noticeable and beautiful a feature of the island. Every range of climate, from the mean coastal temperature of 70 degrees, to below the freezing point on the snow-covered summits of the higher mountains, may be found on the island, while there is an abundance of accessible foliage and a freshness of verdure found nowhere else in the group.

The roads of Hawaii are remarkably good, and have attained an almost uniform degree of excellence. It is a common practice for autoists to bring their cars over to the island for a week or two of the most delightful outing.

The road north of Hilo leads the traveler through some of the grandest scenery in the Territory, winding through scores of gulches, giving successive glimpses of mountains, streams, rushing rivers, turbulent waterfalls, quiet villages, picturesque settlements, rocky landings and grand surf. The road has no heavy grades, is wide and splendidly built, and swings in and out and up and down through a most fascinating stretch of coastal country.

The road from Hilo to the crater of Kilauea is a favorite one for autoists. It runs for 31 miles through varied and magnificent scenery, passing through many fine cane plantations, delightfully quaint villages, along by the mountain homes of many Hilo residents, and through miles of tree-fern and tropical forest to the Volcano House and Crater Hotel, both situated very centrally for the wonderful sights of the district.

Continuing from the crater the road swings to the southward through the open country of the Kau district. The Kona section is then reached, taking in thousands of acres of coffee, many unique and historical places and Captain Cook's monument, in many respects the most charming part of the island. This road may be followed right on, through the most wonderful lava flows on the island, to Waimea, from which point a fine side trip to

Kohala may be made. Returning from Kohala to Waimea, the center of another most interesting section, the north road to Hilo is reached, thus completing a tour of 225 miles around the island.

The road south of Hilo, branching off into Puna, is so full of interest that space does not permit of any description, but visitors should pay special attention to the natural wonders and historical relics of this district, and will find themselves most amply repaid.

ADMISSION.

The School and Camp is primarily for women teachers, and for members of the Y. W. C. A. eighteen years of age and over.

Other qualified women may be admitted by the Credentials Committee, if there is room.

Children and families are not eligible to the Camp.

A limited number of qualified men teachers, in the public school service, may be admitted, but the Camp is primarily for women.

Inasmuch as the School is located in a Camp, it is essential that all who attend be adaptable to and enjoy out-door life, and be willing to enter heartily into the spirit of Camp primitiveness. People who do not like camp life should go to the hotels.

ATTENDANCE.

Attendance at the Summer School is strictly voluntary, and all courses are elective courses.

Uncertificated teachers, and others, who desire to take the examinations for teachers given by the Department of Public Instruction Board of Examiners, may apply for admission to the School, but there is no direct relation between the Summer School courses and the Teachers' Examinations. The latter will be given under the Supervising Principals, (who constitute the Board of Examiners), on the various islands in late August. These same examinations will be given also at the Summer School, during the closing week of the session. Persons may take these examinations, however, at the various county seats; the examinations will be given simultaneously throughout the Territory.

EXPENSES.

The expenses of every person enrolling in the Summer School will be as follows:

First. **Application Fee** of five dollars, to be sent with the application. All applications are approved by a Credential Committee. If the application is not approved, the fee is returned. Otherwise the fee is not returned, but is a **fixed charge**, to insure good faith on the part of the applicant. The fee is used to partially cover the necessary Camp "overhead."

Second. **Transportation Charges.**

Third. **Board and Lodging.** For board and lodging a flat rate of **ten dollars per week is fixed; payable strictly in advance.**

Fourth. **Laundry is paid by each camper.**

A PURPOSEFUL, HAPPY, RECREATIVE SUMMER.

WHAT TO BRING

The following is a carefully planned, annotated list of the essential equipment of every woman who attends the Camp. This list should be carefully studied. Each woman should provide herself with all of the following items. Serious inconvenience and annoyance is sure to result if a person comes to Camp with insufficient or inadequate personal equipment.

Jewelry—Valuable jewelry should not be brought. Money should be deposited with the Business Manager for safekeeping in the Camp safe.

Musical Instruments—Persons are encouraged to bring their musical instruments.

Marking.

All articles of personal equipment, including bedding, etc., must be plainly marked with the owner's name. This is absolutely necessary.

Baggage.

No trunks will be permitted; all baggage must be brought in suit-cases, handbags, camprolls, etc. Every piece should be plainly marked with owner's name, home address, and Camp address.

A. Bedding.

Warm bedding is absolutely necessary, as the night temperatures are low.

1. **Blankets.** Bring two heavy wool blankets or their equivalent. Heavy comforters, steamer rugs, or similar heavy coverings will do. A hot water bag is desirable but not essential.

2. **Sheets.** Three single or two double; cotton or calico.

3. **Pillow-Cases.** Two pillows. Those provided are Army pillows (guaranteed 17% harder than steel). It would be advisable to recommend that each camper bring soft pillow or cushion.

B. Clothing.

4. **Bloomers and Middy Blouses.** This will be the standard camp and school garb for all who so desire. Riding breeches and leggings are also suitable. Three suits are necessary.

5. **Simple Dresses.** Two.

6. **Tramping Shoes.** One pair of strong, heavy-soled walking shoes. Bring extra laces. An oil-dressing keeps tramping shoes soft and flexible.

7. **Ordinary Shoes.** One or two pairs. Thin high-heeled shoes and slippers are highly undesirable in camp.

8. **Rubbers.** One pair; very desirable because of heavy dew and rains.

9. **Sandals or Slippers.** For indoor wear.

10. **Stockings.** Four pairs of heavy, substantial cotton stockings.

11. **Sweater.** A heavy sweater is absolutely necessary. Bring all of your warm clothing.

12. **Raincoat or Slicker.** Very desirable. An umbrella is also very desirable. Gloves—Very desirable, especially for tramping.

13. **Tramping Hat.** Do not bring ornate millinery into Camp; a plain tramping hat is sufficient.

14. **Kimono or Bathrobe.**

15. **Night Clothes.** Canton flannel is very desirable; also bed socks. The Camp will be cold at night.

16. **Underclothing.** Five or six changes is the minimum. The days are apt to be very warm indeed, with a fairly rapid drop after sundown. As much of the country is without shade, it would seem advisable that, for hiking at any rate, some thinner underwear should be brought.

17. **Handkerchiefs.**

18. **Table Napkins.** Two.

19. **Laundry Bag.** One plainly marked with name and address.

20. **Sewing Kit.** Each woman should bring a small sewing bag with complete equipment. A dozen large safety pins are also very useful.

C. Toilet Articles.

21. **Towels.** Three small towels and two bath towels.

22. **Washcloths.** Two.

WE ARE ALL LITTLE CHILDREN AND NEED THE OPEN AIR.

23. **Wall Pockets or Toilet Case.** Preferably one that can be hung on the wall, with numerous pockets for all minor toilet accessories.

24. **Mirror—Hand.** One.

25. **Tooth Brush Cup.** One.

26. **Soap Box and Soap.**

27. **Medicines—Individual.** (The Camp will have the ordinary emergency hospital supplies with nurse in charge).

D. Miscellaneous.

28. **Electric Flashlight.** Not essential, but a great convenience. Candles are absolutely tabu.

29. **Knapsack and Canteen.** Necessary for all who expect to do much tramping. A piece of oil cloth (3x6 feet) is also very useful. "Hiking at Kilauea is very thirsty work, and I have had many experiences of the demand for liquid refreshment when out with hiking parties. Personally, I generally carry an orange, but sometimes take a thermos along in the knapsack. A hiking party of twenty will consume a great deal of water in the course of a medium day's outing." Mr. de Vis-Norton.

30. **Collapsible or Paper Cup.** It is essential that each person has her individual drinking cup, in addition to the tooth brush cup.

31. **Stationery, pen, ink, stamps, etc.,** should be brought to suit individual requirements.

Schedule.

A. M.

6:30	Rising Bell.
7:00- 8:00	Breakfast.
8:00-12:00	Classes.

P. M.

12:00- 1:00	Dinner.
1:00- 2:00	Quiet Hour.
5:30- 6:00	Supper.
9:00	Quiet in the Dormitory.
9:30	Lights out, first call.
10:00	Lights out, last call.

Rules.

The use of candles in Camp is strictly prohibited.

Meals will be served only during the periods specified in the schedule.

Each camper is responsible for the care and orderliness of her part of the dormitory. After 1:00 p. m. all beds must be in order.

The Camp will be quiet between 10:00 p. m. and 6:30 a. m., and between 1:00 and 2:00 p. m.

Any member of the Camp who plans to be absent after 9:00 p. m. shall notify the office concerning her plans and destination, before leaving Camp. This is an imperative necessity to insure individual safety.

Camp Rules.

A simple set of Camp rules will be drawn up and published, and every member of the School and Camp will subscribe to these rules. These rules cover ordinary conduct and camp routine, and will insure order, harmony, and the protection of individual rights.

Dormitories.

The dormitories are provided with steel cots, mattresses, pillows, and individual shelves. Each person will bring her own bedding, as indicated in list of individual requirements.

The dormitories will be under the personal supervision of the house mother and her assistant, with the aid of Camp Committees.

THERE ARE NO INDIVIDUAL ROOMS, but each dormitory can be suitably subdivided by partitions and curtains to insure as much individual privacy as is feasible.

Board.

Board is provided at a flat rate of ten dollars per week. There are no reductions in this rate, as it represents actual cost of operation.

The dining room will be under the supervision of a Commissary Manager, with the aid of Camp Committees. The self-service plan will be used. The menu will be simple, substantial, and satisfying.

Laundry.

As the Camp water-supply is strictly limited, no laundry will be done in Camp. All laundry will be sent to Hilo, at regular intervals, and done at minimum charges. Each camper will pay for her own laundry.

Courses in General.

The courses are to be of high grade character, and of equal standing with similar courses in Mainland Summer Schools. Special emphasis will be laid upon the courses of a more or less advanced nature, designed to attract and interest the better-qualified teachers.

In addition to these, there will be courses of elementary character.

Other Educational Facilities.

In addition to the regular school courses, there will be a well-organized series of field excursions, educational conferences, evening concerts, lectures, social meetings, dramatics, and other features.

It is planned that the recreational features of the Camp shall have definite educational significance, and that there shall be an abundance of wholesome and satisfying physical and mental entertainment.

THE MOST UNIQUE SUMMER SCHOOL IN THE WORLD.

Hawaii Educational Review

Published by the Department of Public Instruction.
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TRANSPORTATION TO THE CAMP.

Round trip tickets from Honolulu to the Camp and return, good until September, will be sold at the office of the Inter-Island Steamship Company, in Honolulu, on an order from the Summer Camp organization for \$29.68 each obtainable at the Advertiser Office. Transportation at Hilo will be by rail to and from Glenwood and thence by auto to and from the camp.

Tickets from Maui ports and intermediate Hawaii ports can be bought on the steamers.

Baggage. The above charge includes transfer of baggage, which should be in suit cases, bags or rolls. Trunks cannot be taken.

PRIVACY.

Each dormitory is divided into sections of about twenty-five persons each. Suspension wires will be placed, on which curtains may be hung or pinned, to give greater privacy to those who wish it. Curtains are not provided by the camp, owing to the high aggregate cost (which would have to be charged to the campers) and because some campers do not want to incur this additional expense, or prefer to economize by curtaining off groups of cots. Curtain material can be brought by campers or bought at the canteen. The space occupied by a cot is four feet wide and eight feet long and curtains should be six feet high.

Kilauea Summer Camp

By Ruth C. Shaw

Situated on a plain just as the road turns off to the tree molds, among small ohias, thirty-two miles from Hilo and a mile beyond the Volcano House, at an elevation of 4,000 feet, is the Kilauea Summer Camp. It is far enough from the busy world for rest and inspiration, high enough for a cool bracing climate and in a region of great recreational possibilities.

There are three main buildings with wide verandas, large doors and many windows. The first of these structures will house the summer school during the day and at night the social group will gather around the big fireplace.

The second building will contain the kitchen and commissary rooms on the leeward end. The large airy dining room will accommodate the entire summer family in true camp style on benches at long tables. A section of this building will be devoted to dormitory use. At the windward end will be found the lobby where the campers may receive their visitors; the canteen well furnished with hairpins, films, ice cream, etc.; and the administrative offices. This building will also provide the necessary drying room.

The last house is strictly for dormitory use. It can be divided by curtains into sections for one or more. This will insure partial privacy for friends. Each camper will have her own bed and stand of wooden shelves and series of hooks. Her toilet case will be pinned to the wall, and her suit cases will be under the bed. Here is also the emergency hospital or rest room, and also a drying room.

Large tanks are located at the corners, but owing to the limited water supply, the toilet facilities will have to be situated in the out buildings. These will be sufficient and entirely satisfactory to campers.

Between the houses are courts that will give adequate space for basket or volley ball and other games and the lanais will afford plenty of opportunity for quiet recreation, rest and reading.

In every respect the Kilauea Summer Camp offers opportunity for a happy, comfortable summer, full of inspiration and recreation to the teachers and campers.

EFFICIENT TEACHING DEPENDS UPON A SOUND, HAPPY BODY.

Territorial Summer School at Kilauea Camp

July 11 to August 22, 1919

COURSES, LECTURES AND CLASSES BY
DEPARTMENTS

This is a preliminary edition. Final detailed statements will be issued later.

1. EDUCATION

1. Twentieth Century Education, Mr. V. MacCaughey.
2. Educational Tests and Measurements, Dr. A. L. Andrews.
3. Religious Education and the Schools, a series of talks and conferences by Mr. A. W. Palmer. See also courses by Miss Cecil M. Palmer and Miss Josephine Deyo.
4. American Schools in the Philippines, Mr. Chas. F. Loomis.

2. METHODS

5. Primary Methods, Miss Cecil M. Palmer.
6. Grammar Grade Methods, Miss Cecil M. Palmer.
7. Methods and Management in the Elementary Schools, Miss Josephine Deyo.

See also the various subjects of the curriculum.

3. THE ENGLISH LANGUAGE

8. Primary Methods in English.
9. Grammar Grade English.
10. Spoken English and Story Telling, Primary, Miss Emma Porter and Miss Virginia Hurst.
11. Spoken English in the Grammar Grades, Miss Emma Porter and Miss Virginia Hurst.
12. Story Telling and Illustrative Work, Mrs. Lilla G. Marshall.

4. CHILDREN'S READING, LIBRARIES

13. Story Telling and Children's Reading, Miss Mary Lawrence.
14. School Libraries, Miss Mary Lawrence.

5. LITERATURE

15. Modern American Literature, Dr. A. L. Andrews.
- 15a. Literary Appreciation and Interpretation, Miss Virginia Hurst.

See also the Courses in English and Story Work.

6. ELEMENTARY DRAMATICS IN THE SCHOOLS

16. Special work will be organized in the School Camp.

7. SCHOOL MUSIC

17. Much attention will be given to school music and community singing, and special features will be organized.

8. AMERICAN HISTORY AND CIVICS

18. The United States Today, Mr. O. E. Long.
19. Fundamentals of Our Government, Mr. O. E. Long.
20. American History,
21. Civics,
22. History Teaching in the Schools, Mr. William McCluskey.
23. Fundamentals of American Government, Mr. William McCluskey.

9. HAWAIIAN HISTORY

24. Hawaiian Legends and Folk Lore, Mr. L. W. de Vis-Norton.
25. Life and Traditions of Ancient Hawaii, Mr. John F. Stokes.
26. Outstanding Events in Hawaii's History, Mr. L. A. Thurston.

10. AGRICULTURE

27. Hawaiian Soils and Crops, Mr. Harold B. Goff.
28. Practical Gardening for School and Home, Mr. Harold B. Goff.

11. FORESTRY

29. Elementary Forestry, Mr. Chas. Judd.
30. The Hawaiian Forests, Mr. Chas. Judd.

12. GEOGRAPHY, GEOLOGY, VOLCANOES

31. Hawaiian Geography, Miss Ruth C. Shaw.
32. World Geography, Miss Ruth C. Shaw.
33. The Hawaiian Volcanoes, a series of evening illustrated lectures, Dr. T. A. Jaggar.
34. The Pan-Pacific Idea and Pan-Pacific Countries, Mr. Alexander Hume Ford and Mr. Leonard Withington.

13. NATURAL HISTORY

35. The Natural History of Hawaii, Mr. Vaughan MacCaughey.
36. Science Teaching in the Schools, Dr. Arnold Romberg.
37. Practical Aspects of the Physical Sciences, Dr. Arnold Romberg.

14. ARITHMETIC

38. Arithmetic for Primary Grades, Mr. C. W. Baldwin and Miss Myrtle Astlebrook.
39. Arithmetic for Grammar Grades, Mr. C. W. Baldwin and Miss Myrtle Astlebrook.

15. PHYSICAL TRAINING

40. A series of exercises, talks, demonstrations and organized group work will be given by Miss Etta Agee, Captain F. A. Clowes, Mr. Chas. A. Pease, and Mr. William Meinecke. These will include physical exercise, military drill, Scout exercises, folk dances, games and sports, and recreational gymnastics.

(Concluded on Page 12.)

A-FOOT AND LIGHT-HEARTED I TAKE TO THE OPEN ROAD.

School Camp Excursions

A List of Field Trips in the Immediate Vicinity of the Territorial Summer School at Kilauea Camp.

Trip 1. **HALEMAUMAU.** The active fire-pit of the Volcano.

By automobile.

Distance eight miles.

Leaving the camp, the Sulphur Banks and the Volcano House Hotel are passed in the first mile, then the road leads in $3\frac{1}{2}$ miles from Camp to the TWIN CRATERS and the famous LAVA TUBE.

The first crater is the more interesting. It is a deep basin filled with giant tree ferns, through which leads a trail (entered a few yards to the right) to the LAVA TUBE.

Lanterns are here lighted and the cavern entered. Note should be taken of the formation of the walls and floor, the cave being the heart of an ancient lava flow which emptied itself from the crater, leaving ripple and wave marks upon the red-hot walls.

At two hundred yards from the entrance a flight of steps leads to the surface, and the return to the automobile is made along a wide forest trail. An exploration of the second section beyond the steps is recommended. It extends for a quarter of a mile and has many fine examples of lava stalactite and stalagmite formations. The whole tube is full of interest, many of the formations being unique.

The second of the TWIN CRATERS lies a few hundred yards to the right of the first, to which it is very similar.

At five miles KILAUEA-IKI CRATER is reached, a basin 770 feet in depth. The crater is now inactive but a lava flow took place therein only a few years ago.

At five miles, COCKETT'S TRAIL, leading to many other craters, is passed, but is dealt with later on.

At six miles a stop is made at KEANAKAKOI CRATER. This is a large crater with a remarkable level lava floor. From its name it is probable that a quarry of phonolite stone existed here, from which the native weapons and tools were made, but the upwelling of the floor in 1877 has now obliterated this.

The road, now descending into the main crater, first traverses a sandy plain covered with large boulders and pumice thrown out of the crater in 1790. Near here was destroyed in this eruption the army of Keoua, King of Kau, which was on its way to attack Kamehameha the Great, first king of the united Islands.

The road comes to an end some hundred yards from the rim of the great firepit, and the visitor will now have an opportunity of viewing the fire-lakes by daylight. The rim may be circled on foot, though the fumes are apt to be unpleasant at times. A pleasant hour may be occupied in viewing some of the more prominent features of the main crater floor. Following the trail to the rest-house on the rim, and then bearing to the left, two conspicuous spatter cones are seen and a few yards beyond these is the entrance to PELE'S RECEPTION ROOM, a deep cave entered by a ladder. It is customary here to leave cards upon the presiding goddess of the Volcano.

Turning towards the Volcano House the visitor will soon come to the famous POSTAL RIFT, marked by a dense cloud of sulphurous fumes. It is as well to keep to windward when approaching the rift as the fumes are frequently strong and unpleasant. Sign boards mark a line of cracks in which it is the custom to scorch postal cards held in a cleft stick as a memento of the visit.

THE DEVIL'S KITCHEN is a few yards further north,

and is a sunken area in the floor filled with superheated steam. To the right of this point a trail leads to the MOSAIC PAVEMENT, a remarkable lava formation in mosaic form, and some distance beyond this is THE LITTLE BEGGAR, a small cone from which flowed a torrent of lava in 1880, forming a deep lake on that portion of the floor.

Almost alongside this is the entrance to a small tube, partly covered by a lava cascade bearing a remarkable resemblance to an elephant. The apertures between the feet of the elephant are known as THE DEVIL'S PICTURE FRAME and are used as a frame for photographs of the visitor's friends.

A few yards further on is a deep cavern, generally filled with steam and known as PELE'S BATHROOM. This cavern leads for a considerable distance underground but is generally too hot for comfort.

The whole floor is full of interest, but a return may be made by a short trail from this point in order to view the sunset and night effects at the lake, which are exceedingly beautiful.

The return to the camp is made by automobile.

Owing to the recent activity there are many changes on the crater floor and many of the old landmarks have been obliterated. Along an extension of the Postal Rift there is now a small cone. Just north of this is an opening in the crater floor through which flows at great speed a stream of molten lava. This stream feeds the lava flow which has covered much of the northwest section of the crater.

Trip 2. **HALEMAUMAU.** By the Foot Trail.

Distance four miles.

The entrance to the trail is directly opposite the Volcano Hotel and leads by an easy grade down to the floor of the main crater.

From this point the trail across the lava is clearly marked by stones on its left hand side, and leads, in two hundred yards, to the GREAT FISSURE, a large and deep earthquake crack extending almost entirely across the crater.

By deviating to the right from this point and crossing the lava, PERRETT'S CONE may be visited. This fine example of a steam cone was covered by the new flow.

Following the foot trail to a ruined horse corral, the features referred to in Trip 1 may be visited in reverse order.

The whole floor may be traversed in safety in every direction, and will richly repay a day's exploration.

Trip 3. **Sulphur Banks, North Wall and Tree Molds.**

Walk.

Distance, one mile.

THE SULPHUR BANKS will be found to the left of the road, just before reaching the hotel. A line of deep fissures extends through a wide flat, and is thickly coated with sulphur crystals. The banks themselves are large and emit considerable heat. Behind them is a deep earthquake crack. A trail at the end of the flat leads past several hot cracks and crosses the main road to the NORTH WALL from which a magnificent view of the entire crater is obtained. Following the wall to the right, other interesting views are opened out together with many fissures, cinder cones, etc.

The road to the TREE-MOLDS starts at the Kilauea Camp,

A MIGHTY SCHOOL ROOM—THE SLOPES OF LOA.

and leads to the gate of the Shipman cattle ranch, turning then to the left and ending at a belt of aged koa trees, which marks the location of the molds.

The tree-molds are large holes in the ground formed by a lava flow burying the trees and solidifying, thus burning the trees away and leaving perfect casts in the ground. The marking of the bark and the springing of the lateral branches may be clearly seen and the molds are not only unique but of great geological interest. The koa tree is the Hawaiian mahogany, and is much prized for furniture, having a handsome grain and taking a beautiful polish.

The trip may be prolonged by passing through the gates of the ranch buildings, and proceeding onward to where a signboard points to the right along a wagon road, which, if followed, will lead through the heart of the great tree fern forest and arrive back at the Camp in two miles.

(Note). The tree-molds may be reached direct by automobile and will afford a delightful drive of half an hour.

Trip 4. Uwekahuna Bluff. Drive, ride or walk.

Distance, half mile.

This is the high west point of the main crater wall, and is reached by taking the road directly in front of the Kilauea Camp, where a signboard points to the left along the trail.

A magnificent view is obtained from the Bluff, the craters of Kilauea-Iki and Keanakakoi being seen across the main floor, with the fire-pit to the right front. Further to the right are the cone and pit craters in the lava desert with sea beyond, while behind the visitor is the great volcano of Mauna Loa, and in the distance, the snow-capped summit of Mauna Kea.

Uwekahuna Bluff marks the site of an ancient temple of which nothing is now left, but olivines may be found by searching in the gravel and fine stone.

Trip 5. The Fern Forest. Drive, ride or walk.

Distance, three miles.

The trail commences immediately in the rear of the Volcano Hotel, and turning to the left is clearly marked by signboards at all junction points. As the forest is entered, the foliage is prehistoric in character and one almost expects to hear the footfalls of a mastodon crashing through the undergrowth.

The return from this beautiful expedition may be made by the same route, or by following to the end of the wagon road, and turning to the left, through the ranch yard and back by the Tree Molds to Camp.

Trip 6. Kilauea-Iki Crater. Ride or walk.

Distance, two miles.

Turning to the left on leaving the hotel, the first road to the right passes behind the Observatory and leads to the trail marked by a signboard. Following this through its first and second sections the visitor arrives suddenly upon the rim of the crater. This may be descended with care by taking a trail which branches off a few yards along the rim trail which leads to the left.

Following the rim trail, the visitor emerges on the crater road, and turning left at this point will reach the belt road by the Crater Hotel, and turning left again will reach the

Volcano House in another mile. A turn to the right on emerging from the rim trail will bring him to the Twin Craters and Lava Tube.

Trip 7. Byron's Ledge. Walk.

Distance 1½ miles.

By following the Kilauea-Iki trail to the end of the first section, and then turning half right, the visitor finds himself on the edge of Kilauea crater. A few steps to the left will disclose a trail leading down the crater wall. This should be negotiated with care at first, but soon becomes level and leads through pleasant woods to the lava flow of 1832, and then up over a ledge and to the left to the crater road near the entrance to Cockett's trail. Turning to the left the road leads back to the hotel in five miles.

Trip 8.—Cockett's Trail. Six Crater Trip. Ride or walk.

Distance 9 miles, or 15 miles round trip.

This excursion should be made by all visitors to the Volcano district, as it leads through spectacular and wonderful country.

Horses should be secured and lunches taken. It is a good plan to drive to the entrance of Cockett's Trail sending the horses forward to that point.

In half a mile from the entrance to the trail the first crater is reached. It is noted as being the habitat of many rare native birds and is an impressive pit with a diameter of about 350 feet and a depth of 200 feet.

Three quarters of a mile further on the visitor arrives at a steaming crater of hostile appearance with many evidences of lava outbreaks. The diameter is 750 feet and the depth 350 feet.

The next crater is reached over country much broken with steaming cracks and fissures, and is a large, oval pit 100 feet in depth, and heavily clothed with vegetation. Here, the delectable scarlet ohelo berry will be found in profusion, also a small shrub known as Pukeawe, which played a prominent part in ancient Hawaiian rites.

The country now changes and leads over gravel flats and lava flows for a mile to THE DEVIL'S THROAT, an extraordinary crater, perfectly round with a very small opening, but a depth of 250 feet. This is one of the most remarkable craters extant and is infinitely well worthy of a visit.

Half a mile further is a very large crater with a depth of 500 feet, having two prominent cones on its western rim. This crater is very impressive and its great size will make it remembered by the visitor. There are well marked subsidences of the outer rim and innumerable evidences of the great activity which once characterized it.

The sixth crater will be found in another half mile, and is by far the most impressive of all the craters along this route. It is of great extent, oblong in shape and has a depth of 430 feet. It is divided into two portions by a remarkable lava wall and thus makes two great basins entirely different in character. Its silence and vastness never fail to leave a deep impression upon the visitor.

At this point, luncheon will be appreciated and may be taken in a park reserve under the shade trees. The trail leads on for a quarter of a mile and then cuts into the Keauhou Ranch Road. Turning left along this, the Camp is reached in about six miles.

(Note). Riders may continue along the trail after crossing the ranch road, to another series of great craters dealt with under the heading of Trip 9.

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PATTEN'S
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WHOLESOME LIVING MEANS BETTER CITIZENSHIP.

Trip 9. Chain Crater Trip. Ride or walk.

Distance 17 miles. Round trip.

It is advisable to take a guide for this trip as the trails are obscure in places and are confusing.

Leaving the camp the Hilo road is taken to the junction with the crater road, then the first turn half left leads along the Keauhou Ranch road past the TWIN CRATERS and in five miles reaches the cross trail from the SIX CRATERS. The trail branches to the left and is known as the KALAPANA HORSE TRAIL, being marked by a signboard.

In one mile a prominent cone crater is reached, and is easily ascended, the horses being left about half way up. This is PUUHULUHULU, 3443 feet above the sea, a deep crater filled with beautiful tropical growth and the home of many rare native birds. The view from the summit is most extensive and is unsurpassed anywhere in the district.

Rejoining the Kalapana trail, in 200 yards a branch to the right leads to an immense steaming crater 240 feet deep, with precipitous walls deeply crevassed by earthquake. Returning to the main trail and taking the left fork, in half a mile the visitor comes to another crater of great size, 425 feet deep and possessing a remarkable double floor caused by subsidence of part of the original level.

The trail continues from this point to Makaopuhi Crater, but the visitor is advised to return to the fork and take the right hand branch to a spot where a signboard points the way to this crater.

MAKAOPUHI CRATER should not be missed, as it is one of the most impressive in the island. The horse should be left well back from the rim and several steaming cracks crossed on foot. It is a gigantic, double floored crater, 900 feet in depth, and with perpendicular walls. Far below are steaming sulphur banks and gigantic boulders. At least an hour should be spent on the rim of this crater in order to appreciate its vastness.

From this point an obscure trail leads to a wonderful grove of LAVA TREES, casts of trees once overwhelmed by a great lava flow. Four miles further east is Napau Crater, seldom visited, as the trail is obscure and difficult.

The visitor is now eight miles from the Volcano House and may return over the same route, or, on reaching the Keauhou Ranch Road may cross it and return by the Six Craters in reverse order to Trip 8.

Trip 10. Bird Park and Koa Forest. Ride or walk.

Distance three miles.

Following the belt road past Kilauea Camp, and passing through the ranch gate, the visitor heads for the ranch buildings, and follows the trail through the yards to the old Koa Mill now dismantled, and then, turning left through the great koa forest, in four miles reaches the bird park.

This is a remarkable expanse of rich, park-like land between old lava flows, and here will be seen many very rare trees and shrubs, and many of the rarer native birds. It is one of the most beautiful spots in the whole district and is well worth a visit.

Trip 11. Cone and Pit Craters and Parson's Tube. Drive and walk.

Distance from Camp by foot trail nine miles.

Distance from Camp by auto road 12½ miles.

This trip takes the visitor into the heart of the wonderful lava desert to the south of the volcano, and should be made when the wind is in the south in order to avoid the fumes from the crater. The best way to make it is to drive to Halemaumau and walk from that point. There is no trail but

the landmarks are easy to find and the way cannot be missed in clear weather.

Proceeding to Halemaumau by road or across the crater, and then over the crater floor to the south, the wall is ascended along a gulch whose summit is marked by a stone cairn with a pole. From this point the cone craters are visible and the visitor heads direct for these.

At two miles, a post, surmounted by a white disc, will be seen to the left, marking the site of PARSON'S TUBE, a large cavern which has not yet been fully explored.

In 2½ miles further, Puu Koa, the first of the Cone Craters is reached, and one and a half miles further, are KAMA-KAIA, a steep cone, and several other cones and pits of great interest. Many olivines may be found in this region in a search of a few minutes.

The return journey may be made by using the smoke from the crater as a guide, and the journey may be prolonged by bearing to the left and ascending the several benches to Uwekahuna Bluff and so back to the Camp.

Trip 12. Earthquake Cracks of 1868.

Drive and walk. Distance 22 miles.

Following the belt road through the KAU DESSERT, the gate of the Kapapala Ranch is reached at 18 miles, and a short distance beyond this, on the right, a post surmounting a steep lava dome points the entrance to the trail, which is followed for three miles to the first of the great cracks made by an earthquake and a lava flow from Kilauea in 1868.

There are several parallel cracks which may be crossed by natural bridges, and are of great interest. The lava flows between the cracks are conspicuous for their tree molds and lava trees, and the whole district is honeycombed with caves and tubes. This trip may be made the occasion for a delightful day's picnic.

(Concluded From Page 9).

**TERRITORIAL SUMMER SCHOOL AT
KILAUEA CAMP**
16. HYGIENE

41. Hygiene and Sanitation, Mr. William Meinecke.
42. Individual and Public Health, Mr. William Meinecke.
- 42a. A series of lectures on Sex Education will be given by Mr. MacCaughy.

17. SOCIAL PROBLEMS

43. Hawaii's Social Problems, Miss Etta Agee.
44. The School in its Community Relationships, Miss Elsie Wilcox.
45. Social Development in Rural Hawaii, Miss Elsie Wilcox.
46. Child Welfare and the Schools, Mrs. A. L. Andrews.
47. Community Service and the Schools, Mr. W. E. Hopkins.
48. Common Law and the Public Schools, Hon. P. L. Weaver, July 13-20.

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IMPORTANT ANNOUNCEMENT.**Examinations for Teachers' Certificates.**

The Board of Examiners of the Department of Public Instruction consists of the Supervising Principals, with Mr. J. C. Davis as Chairman.

This Board prepares and gives all examinations for teachers' certificates.

In 1919 these examinations will be given in late August, simultaneously at Hilo, Kailua, Wailuku, Honolulu, Lihue, and at the Kilauea Camp.

There is no relation between the courses at the Summer School and the Teachers' Examinations. Attendance at the Summer School is voluntary and all courses are elective. These courses are designed primarily for teachers in service.

Every person who plans to attend the Territorial Summer School should write at once for a regular appli-

cation form. A fixed fee of five dollars must be paid when the application is made.

No one shall be permitted to take examinations for teachers' certificates who shall not have completed at least the grammar school course of the public schools of the Territory, or an equivalent course elsewhere, except, however, that any teacher who has been in the service of the Department for not less than one school year, and who has, in the past, taken examinations and whose reports have been satisfactory, may be allowed to take the teachers' examinations. Candidates must be at least eighteen years of age, of good moral character, and in good health.

Every uncertificated teacher, and 1st and 2nd permit teacher now in service must take the Teachers' Examinations in August, 1919. Uncertificated and permit teachers will be employed in any public school, in 1919-1920, as an emergency matter.

REQUEST FOR ADMISSION TO THE TERRITORIAL SUMMER SCHOOL AND KILAUEA SUMMER CAMP.

[Limited to teachers and members of the Y. W. C. A. over 18 years of age.]

Department of Public Instruction,
Honolulu.

I hereby make application and enclose five dollars for admission to the Territorial Summer School and Kilauea Summer Camp, on the general terms stated in the Hawaii Educational Review. I agree to obey the published Camp Rules.

Name in full

Occupation

Date when accommodations wanted

Length of time accommodations wanted

I desire to take the following courses

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.....

Address: Island P. O. Address

Date

Signature

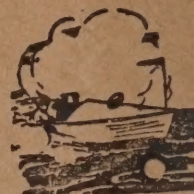
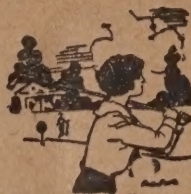
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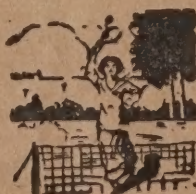
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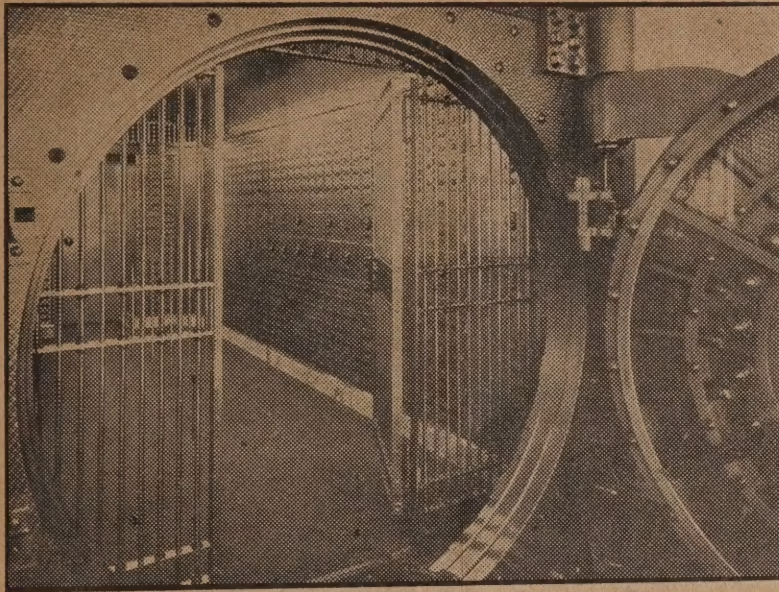
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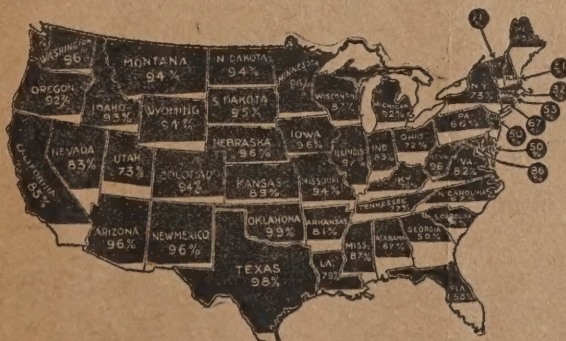
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